

DR. HALİL AHMET URAN



**DETERMINANTS OF JOB
SATISFACTION IN NEWLY ESTABLISHED
ORGANIZATIONS AND THEIR
EFFECTS ON EMPLOYEE MOTIVATION**



BZT TURAN

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DR. HALİL AHMET URAN



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This book has been prepared as a result of the publication of the master's thesis entitled 'Determinants of Job Satisfaction in Newly Established Organizations and Their Effects on Employee Motivation', conducted under the supervision of Prof. Dr. Burak Çapraz and completed in 2014.



Preface

This book is derived from my master's thesis titled "Determinants of Job Satisfaction in Newly Established Organizations and Their Effects on Employee Motivation." It has been developed and elaborated as a contribution to the field of management and organization within the social sciences. It is intended to serve as a guiding and inspiring resource for fellow professionals and academics working in this area.

In preparing this book, my objective was to conduct an exploratory study on how a more effective and efficient working model can be established to lay the foundations of an institutional organizational structure. The study takes as an example a newly established public university and focuses particularly on the administrative staff, who play as significant a role as the academic personnel in the university's foundation and development process. It aims to identify the key determinants of job satisfaction and the motivational tools that can enhance performance within such settings.

I would like to extend my sincere gratitude to Prof. Dr. Burak ÇAPRAZ, faculty member of the Department of Management and Organization, Faculty of Economics and Administrative Sciences at Ege University, for his invaluable support and guidance throughout this process. I am also deeply thankful to my beloved wife, Berna Nilgün ÖZGÜR SOY URAN, for her unwavering support, encouragement, and motivation during challenging times, and to my dear son, Ömerhan URAN, who is always in my heart.

Dr. Halil Ahmet URAN

İzmir Kâtip Çelebi University

İzmir, 2025

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CHAPTER I

INTRODUCTION

1.1. JOB SATISFACTION

The ability of an organization to be successful and stand out in the external environment depends primarily on its ability to effectively manage the dynamics in its internal environment. At this point, the most important value is the employees. Employees' attitudes towards work are an expression of their reactions to business and work (Eğinli, 2009). In recent years, researches on the job satisfaction of employees have come to the fore due to the understanding that employees are one of the most important resources of the organization and more importance is given to human resources (İmamoğlu et al., 2004).

Business, which has a basic function in obtaining the economic gain necessary for a person to survive, is a very important value for the person (Eğinli, 2009). Work; It has an important place in life as it allows individuals to meet their needs in various subjects.

In the economic sense, work is the physical and intellectual effort of the individual in order to maintain his life or to raise it to a certain level (Sabuncuoğlu, 1997 in Köroğlu, 2011). In the social sense, work is the effort to live with others by relating to them in working life. In the psychological sense, work is a phenomenon that provides respectability and satisfaction to the employee (Sabuncuoğlu and Tokol, 2001 in Köroğlu, 2011). With work, the individual not only gains material gains (economic income), but also psychological gains such as happiness in his job, success, recognition, appreciation, self-proof and satisfaction (Kalleberg and Loscocco, 1983). It is seen in the literature that; Most of the studies or evaluations focus on “job

satisfaction”, which is an important indicator of employees’ satisfaction with their jobs.

In the literature on job satisfaction, many authors and researchers have made different definitions. The most common and cited definitions are listed below.

Job satisfaction; It is defined as the harmony between what the employee expects from the institution and his job and what he receives (Dorman and Zaph, 2001). It has also been stated by Muchinsky (2000) that job satisfaction is related to the degree of pleasure an employee receives from his job.

According to Dhanasarnsilp et al. (2006), job satisfaction; It is defined as a result of the attitude developed by the individual towards work, which is committed to meeting both current and future needs.

In summary, job satisfaction can be generalized as the spiritual pleasure that the employee feels in return for doing his job. Job satisfaction occurs at the point where the characteristics of the job and the wishes of the employee coincide or adapt to each other. Otherwise, job dissatisfaction will occur. In summary, the degree to which employees love and are satisfied with their jobs is called “job satisfaction”; The degree of dislike and dissatisfaction is called “job dissatisfaction”.

1.1.1. The Importance of Job Satisfaction

During the working life of the employees, they see, experience, earn, have happiness and sadness. As a result of all this information and emotions, the attitudes of the employees towards the work they do or the company they work for emerge (Sevimli and Işcan, 2005).

Job satisfaction shows the spiritual perception that employees feel between the fulfillment of their expectations in return for performing the duties defined for them and whether their expectations are fulfilled or not. The necessity of positive pleasure obtained at the point of job satisfaction in terms of positive factors such as efficiency, effectiveness, development and productivity is important for employers. Job satisfaction is an indispensable structure in the modern human resources management approach. In case of job dissatisfaction, a series of negative factors such as absenteeism, indifference, negativity, and dismissal occur on the employee over time, which slow down the realization of the work. In this respect, employers have to provide job satisfaction on employees at the optimum point at the point of productivity of the work.

Job satisfaction is of great importance from an organizational point of view as well as being important for employees. Ensuring the job satisfaction of the employees is the determining factor of business success and one of the most basic business objectives in order for businesses to survive, compete, and use their resources in the most effective and efficient way in an intensely competitive environment (Bernal et al., 2005).

Due to all these features, job satisfaction differs individually, organizationally and temporarily, and the satisfaction or dissatisfaction of individuals is due to these differences. The most important concept affecting job satisfaction is the motivation level of individuals. In other words, the balance between the expectations of individuals and what they achieve creates job satisfaction.

All employees want the conditions in their workplaces to be at a level suitable for their own living standards. If these conditions are provided to the employee by the employer, there may be a phenomenon of job satisfaction.

If the employees in the newly established organizations cannot be satisfied with their jobs and cannot see themselves as a part of the organization, there will be a decrease in the product or service quality of the organization and they will not be able to achieve the success they aim for in an intense competitive environment.

In the research on attitudes towards work and institution, five different attitude dimensions have been developed that are related to each other but can be distinguished from each other. These; job satisfaction, commitment to the institution, integration with the job, motivation and attitude towards maintaining the job. The most important of these and the most researched is the dimension of job satisfaction. Job satisfaction, which includes people's attitudes, knowledge, beliefs, feelings, behaviors and evaluations towards their work, is a very difficult and dynamic process to evaluate and measure in institutions and organizations (Güneş, 2007).

The concept of job satisfaction, which is generally defined as a reaction of employees' feelings about their jobs, was first introduced in the 1920s, and after World War II, this concept emerged definitively and its importance was understood in the 1930s - 1940s (Sevimli and İşcan, 2005). In the 1940s - 1950s and later, job satisfaction studies gained even more momentum. Although job satisfaction is considered sufficient for high productivity, it is necessary for the overall success of the business (Judge and Church, 2000, in Gözen, 2007). One reason why job satisfaction is important is that it is associated with life satisfaction. This situation directly affects the physical and mental

health of the person. Another reason has to do with productivity. Although there is no direct relationship between job satisfaction and productivity, the indirect effects of dissatisfaction (such as stress, group cohesion) make the issue important (Sevimli and Işcan, 2005).

1.1.2. Approaches to Job Satisfaction

Many of today's managerial practices are based on advances in management theory. Studying the development of managerial thinking is very important in terms of determining where we have been in the past, where we are now, and where we want to reach in the future. Of course, there are no clear boundaries between these approaches. All these views continue to exist today. Therefore, these theories and approaches should not be considered as mutually substituting approaches, but as complementary approaches (Topçu, 2003).

The positive effect of job satisfaction when the expectations of the employer and the employee are met enables the employees to adapt quickly to the new tasks assigned to them and creates a positive working environment for the new employees who will join the organization. In parallel with this situation, employees are more willing, meticulous and careful in their work, minimizing possible work accidents. The tendency of the employee, who experiences satisfaction in his job, to look for a job in different organizations decreases and his sense of belonging increases. Employees whose loyalty to the organization increases will also strengthen the corporate culture. Job satisfaction for employers; It is also very important in terms of the free market economy and the country's competitive conditions, using its resources effectively and efficiently. In order to increase this efficiency, some enterprises are trying to create a real team unity by offering the shares of the enterprise to their employees in order to further increase the belonging of the employees.

Job satisfaction has a different place in newly established organizations. In addition to the fact that the organization has just entered the competitive conditions in the sector in which it is located, it is necessary to take the right institutional steps and create human resources in order to form the basis of a new structure and organization. The mutual satisfaction of the employees in this new formation with the organization at the optimum point will constitute important steps for a solid future for the newly established organization.

Organizations cannot produce permanent solutions by purchasing job satisfaction through different human resources or trainings such as temporary outsourcing or service procurement. In order to form the basis of the resource,

newly established organizations should increase their satisfaction levels by seeing their employees as an internal customer and a partner at the very beginning of the organizational principles while institutionalizing.

Employers should ensure that employees are more productive and successful by considering that they spend the most productive hours of their day in the workplace and the sociological and psychological conditions of the individual.

In this context; Within the scope of developments in management theory, complementary approaches are discussed below. These approaches are the ones that best summarize the reflection and development of job satisfaction from past to present.

1.1.2.1. Classical (Traditional) Approach: The classical approach school, the foundations of which were put forward by Frederick W. Taylor, is the first study to understand the motivation of employees in organizations (Gözen, 2007). In many ways, the classical approach, which seems to be in harmony, especially in terms of the principles it brings, reflects the unique characteristics of different approaches (Topçu, 2003). In addition to treating the organization as a closed system; He emphasized that economic gain is a key motivating factor for employees and therefore suggested increasing wage incentives.

Taylor's philosophy; The use of scientific methods in management practice can be summarized as using scientific approaches to select the most suitable person for the specified job while recruiting workers, providing scientific, teaching, training and self-development opportunities to the worker, and separating the duties of management and workers, and encouraging relations and cooperation between these two groups with this separation (Topçu, 2003).

1.1.2.2. Neo-Classical (Behavioral) Approach: The neo-classical approach that emerged during and after the industrial revolution emphasizes the importance of examining human beings as a whole, contrary to the classical approach (Topçu, 2003). The behavioral approach was put forward by thinking that the traditional approach does not adequately explain the concept of "human in management". The main issues addressed in the behavioral approach are; interpersonal relationships, human behavior, group concept and formation of groups, group behaviors, perceptions and attitudes, motivation, leadership, informal organizations, change and development in organizations.

Many writers and researchers such as Elton Mayo, Fritz Roethlisberger, Douglas McGregor, Abraham Maslow, Kurt Lewin, Rensis Likert, Chester Barnard, Chris Argyris contributed to the development of neoclassical theory (Topçu, 2003).

Between 1950 and 1960, the classical approach was completely abandoned and the neoclassical approach was most widely used in solving management and organizational problems. The difference between this approach and the classical one is that it is used to identify human needs and motives and to mobilize and encourage people in organizations. In this approach, the moral environment in the workplace, good relations between individuals and emotional agreements are considered as the most basic factors affecting organizational effectiveness and productivity, not wages, lighting, temperature, noise and similar material and physical working conditions. In addition, the problems caused by mechanization and assembly line structure and the main measures to be taken against monotony and job dissatisfaction as a result are emphasized (Gözen, 2007).

1.1.2.3. Modern Approach: While the traditional approach tries to present a rational system with a technical approach, the behavioral approach explains the natural system. The contemporary management approach, on the other hand, is examined as a system approach and a contingency approach (Topçu, 2003).

In this approach, regarding the nature of man; that people want to make a meaningful contribution to their work in the organization, that work is not unenjoyable, that job enrichment and job redesign increase job diversity, responsibility and autonomy, and that employees can make meaningful and rational decisions about their work. In addition, it is emphasized that job satisfaction increases significantly with the increase in the degree of control of the employee.

1.1.3. Characteristics of Job Satisfaction

Job satisfaction varies from person to person and emerges as a personal situation. A job that is satisfying for one person may be unsatisfying for another. In other words, their perceptions are variable with the job feature that provides employee satisfaction. In addition, the satisfaction of the job trait may change over time for the person and the same trait may not satisfy the person as time passes (İmamoğlu et al, 2004). This situation varies according to the self-values of the individual and their importance. For example, while promotion opportunities may be at the forefront for one employee, career

development may be at the top of the list for another employee. When employees think about their work as a whole, they can be generally satisfied.

Job satisfaction; It is interpreted as an “individual way of perception” as the personal and emotional reactions of individuals and is very difficult to observe, generalize or measure.

There are four important characteristics of job satisfaction (Sat, 2011):

1. Job satisfaction represents different attitudes about work. That is, employees may have positive attitudes towards certain aspects of the job, while they may have negative attitudes towards others. For this reason, while finding general job satisfaction, different dimensions of job satisfaction should be examined.

2. The degree of job satisfaction usually depends on the extent to which the outputs meet expectations.

3. **Job** satisfaction is the emotional response to the situation that occurs in the work environment. Therefore, it cannot be seen, it is only felt or expressed.

4. Job satisfaction is a dynamic concept. Providing job satisfaction once does not mean that it can be kept at the same level all the time. Job satisfaction can be achieved quickly, or it can quickly turn into job dissatisfaction. Physical, individual, interpersonal and institutional factors in the workplace are closely related to the rise or fall in job satisfaction of employees.

1.1.5. Determinants of Job Satisfaction

Since job satisfaction is not a static phenomenon, job satisfaction or dissatisfaction can be revealed by individual or environmental factors. Job satisfaction, which is expressed as employees' satisfaction or dissatisfaction with their jobs; explains the positive and negative attitudes developed towards work-related conditions. For example; While it is related to liking one's job, colleagues, work environment, and developing a positive attitude towards work; Not liking the environment, job and friends causes them to develop a negative attitude about work and at the same time cause job dissatisfaction.

When employees get a job, they reach verbal and written agreements on many issues regarding the conditions that the workplace will provide them and sign an employment contract accordingly. However, in addition to these agreements, there are psychological agreements that explain the expectations of the employee from the job and the expectations of the workplace from the employee, although they do not mention them (Eğinli, 2009). The

organizational opportunities provided to employees by employers are very decisive in meeting expectations. Although the working environment and the requirements of the job are related to the organizational opportunities provided, they may not always provide job satisfaction. Because the different personal characteristics of the employees cause their job satisfaction levels to be different. However, when the level of meeting the expectations of the employees with what they achieve is close to each other, their positive attitudes towards their jobs and the institution they work for will increase, as their job satisfaction will be high.

Job satisfaction is related to positive and negative feelings and attitudes about work, but it also depends on many factors. Individual characteristics also affect job satisfaction (Sat, 2011). Due to the individual characteristics of the employees, their being affected by the conditions in the institution they work for and the attitudes and behaviors they develop against it will be affected or will change. Some factors such as education, duration of experience, social environment, working status; They are the most important factors that shape employees' evaluations of work and affect their attitudes. Examining these factors is important in terms of addressing job satisfaction or dissatisfaction. The factors that can be evaluated in this respect are considered in two groups as individual and organizational factors. (Lam, 1995; Ashiq, 2010; Agnli, 2009; Arısoy, 2007; Cute, İşcan, 2005)

Herzberg, on the other hand, stated that there are two groups of factors that determine the attitude of employees about work; The first group of factors includes external factors such as working conditions, safety, organizational policies, and salary under the name of dissatisfaction factors; It states that when external factors are not satisfied, they lead to the dissatisfaction of the employees. The second group of factors, called satisfaction factors, includes internal factors such as acceptance of employees as individuals, development, and taking responsibility, and job satisfaction occurs when they are met (Yılmaz, 2001). Success, recognition of success, the job itself, responsibility, growth or progress are motivational factors and job satisfaction. The absence of these factors leads to loss of satisfaction at work. The resulting dissatisfaction includes business policy and management, supervision, interpersonal communication, working conditions, wages and safety and determines the level of job satisfaction (Dieleman et al, 2003).

However, in this study; Individual and organizational factors will be used instead of internal and external factors and these factors will be examined in detail.

1.1.4.1. Individual Factors

The factors that cause job satisfaction or dissatisfaction vary greatly among employees. Because not every employee may be affected by the same factor as others. For this reason, individual differences within the organization create job satisfaction or dissatisfaction.

Employees with different individual characteristics also have a different sense of job satisfaction (Okpara, 2006).

Individual factors have a significant impact on job satisfaction. The various characteristics of the person and the experiences he has gained throughout his life determine job satisfaction. Among these factors, factors such as the gender, age and education of the employee affect the evaluation of the situation of the person. For example, employees who are calm and adapted to their environment provide easier job satisfaction; Those with the opposite characteristics show job dissatisfaction more often.

Job satisfaction can be seen as an emotional reaction to rewards and values at work (Okpara, 2006). Within the framework of this emotional state, depending on the **demographic characteristics** (gender, age, education level, marital status, work experience, length of service) and **psycho-social characteristics** (personality structure, social personality of the individual, needs and expectations, motivation for success, sense of appreciation, beliefs-values, cultural differences and attitudes) specific to each person; (Sat, 2011). The above-mentioned features are mentioned below in detail.

Gender: With the concept of institutionalism coming to the fore in organizations in the developing modern world conditions, women should be subjected to positive discrimination, especially in working conditions that require physical strength. In newly established organizations, the gender factor, which seems to be one of the important factors affecting the job satisfaction of the employees, creates a similar result in which it does not differ much in equal or heterogeneous working conditions in general.

The factor affecting job satisfaction in terms of gender is the satisfaction or dissatisfaction arising from the individual's attitude towards the work he is doing as a woman or a man. According to the research of Centres and Bugental (1966), women's job satisfaction was found to be higher than men's, and the reason for this was that women gave more importance to social issues (family and society) than economic issues, which was a factor that led to higher satisfaction levels than men (Centres and Bugental, 1966 in Okpara 2006).

Age: According to the work environment of the working individual, his age, knowledge and experience gained over time have an important role in the employee's behavior, thoughts and decisions towards life. Depending on the increase in age, the employee's more harmonious behavior model in working life and the success provided by the lower error rates created by experience will be able to create a job satisfaction graph that rises on the individual.

On the other hand, Bilgiç (1998), in his study examining the relationship between individual characteristics and job satisfaction, states that age is not related to the general job satisfaction levels of Turkish employees, unlike what is generally stated about the age variable.

In newly established organizations, according to the good financial infrastructure of the institution, the fact that the qualified employees requested are generally older brings with it high knowledge and experience, and the organization can create a more effective and efficient business structure. However, the fact that newly established organizations generally have a large share of the necessary investments in financial matters may lead the organization to a younger employee infrastructure, as well as lower job satisfaction levels.

Education Level: Education is an important factor affecting the personality structures of individuals, their place in society and their status in business life. Depending on the education level of the individuals, the satisfaction levels of the jobs will also vary. In an employee with a high level of education, economic goals come after career goals. It is observed that job satisfaction levels are higher in employees with a high level of education compared to those with a low level of education. This situation shows a contrary decrease in the point that employees with a high level of education cannot work in a position suitable for their competencies.

According to the results of the research of Bilgiç (1998), the level of education does not have a significant effect on the job satisfaction of Turkish employees. However, employees with a relatively high level of education are more closely related to productivity and have developed fewer negative feelings towards their work; In other words, while these employees do not complain much about work-related elements, they are more concerned with the quality of their job performance.

In some studies examining the relationship between the education levels of employees and job satisfaction, it has been determined that the general job

satisfaction of employees with high education levels is higher than that of employees with less education (Baştımur, 2006).

Employing personnel with low levels of education in newly established organizations will delay the laying of a serious institutional foundation. It can be expected that the employment of personnel with a low level of education in human resources due to financial concerns of the organization, which is in the establishment phase, will cause the organization to not exist in the sector.

Personality: Personality is the most important guide in determining the jobs that individuals choose to carry out their life maintenance in their life cycle. Personality is inherited from birth at a rate of 30% of the individual, and this ratio settles over time and forms the character of the person. It helps to select people's important individualities. When an individual gets a job, he or she may not be able to integrate into the corporate structure quickly. This depends on the extent to which the individual forms his personality structure in a social and harmonious direction. Under normal conditions, when an individual gets a job, he does not change his personality, he just tries to adapt to the conditions he is in. The individual will reveal his personality traits according to the time, place and status in the organization. Personality structures can be motivated with the right organizational guidance and efficiency can be achieved for organizational goals.

Especially in newly organized institutions, it is not easy to build bridges between the personality structures of different employers and employees due to the corporate culture that has not yet been strengthened. The gaps caused by the fact that the corporate structure has not been fully established, especially the employees try to control the works in their areas of responsibility in line with their own wishes and desires. At this point, it is of great importance for the employer to intervene with the right human resources policies in conflicts that may occur.

It is known that the personality factors, which are thought to have an important place in the employee's job satisfaction, vary primarily according to the social, cultural and economic conditions of the individual.

In a meta-analysis study conducted with the assumption that personality factors have an important role in achieving high job satisfaction, it was determined that personality does not have a direct effect on achieving job satisfaction, it affects the job conditions of the person, and job conditions affect job satisfaction (Dorman and Zaph, 2001).

Intelligence: The intelligence level of the individual plays an important determining role in business life, especially in socio-cultural life. Employment

in a job area suitable for the intelligence level of the individual will have better results in terms of the individual's ability to do business and will increase the self-confidence of the employee and will be able to increase the level of job satisfaction. At this point, employers' placement of the right employees in the right job with the right human resources management, especially in newly organized structures, will be able to lay more solid institutional foundations within the organization.

Socio-Cultural Environment: Individuals create a socio-cultural status in which they are employed, not only as a source of income for them to provide their life cycles, but also as a source of income in which they ensure their existence in the social structure. Some jobs are highly preferred in terms of being highly accepted by society. At this point, social teachings play a major role in the job preferences of individuals in terms of gaining reputation, being accepted, appreciated and respected by existing in the socio-cultural structure they are in. Depending on the level of importance of environmental factors, the individual's ability to achieve job satisfaction in the line of work in which he is involved varies. The acceptance of the individual as an employee in the society constitutes an important social support at the point of satisfaction. In newly established organizations, it is of great importance in terms of job satisfaction to create a work environment that enables employees to be accepted in their social lives in order to benefit the society, which is the customers/service buyers of the sector addressed by the institution.

Position and Experience in the Workplace (Seniority): The position and experience of the employee in the workplace are the most important factors affecting the job satisfaction of the individual. The satisfaction experienced by the employee due to these factors reflects the level of expectations of the individual to the employer.

As the seniority increases, the person has a better grasp of his job, and the experiences brought by years reinforce his self-confidence and increase the satisfaction he will feel from his job. On the other hand, the company can offer wider opportunities to its employees as its seniority increases (Arisoy, 2007).

The fact that employees who have just started their business life have high expectations from their institutions due to social teachings leaves their place to disappointments over time. This result appears as a situation that the employee accepts over time. In this respect, employees will reshape their expectations as they get to know their institutions and colleagues, and they will be able to create new methods to provide job satisfaction.

Experience is a very important factor in newly established organizations. The ötgüt, which is in the new formation, has to combine its scarce resource with the best employee at the optimum point. From this point of view, the organization needs to determine the right human resources for the right position in the best way.

Bilgiç, in a study (1998); seniority is negatively correlated with extrinsic job satisfaction; It emphasizes that one reason for this finding may be that individuals who work in the same job for long periods of time realize that the rewards they receive during the years they work are insufficient.

Performance: It is stated that there is a very strong relationship between job satisfaction and performance. The employee works harder according to the high level of satisfaction obtained from the institution and exhibits high performance by providing efficiency. Otherwise, the individual experiences dissatisfaction and his performance may decrease.

In newly established organizations, the employer's ability to keep the employee's performance at a high level by ensuring job satisfaction will increase its effectiveness in the short term and will be able to create a strong foundation to provide a permanent place in the sector in which it is located.

Expectations: Expectations constitute the starting point of the feelings that occur between the wishes and dreams of the employee at the beginning of the job and the satisfaction or dissatisfaction he achieves after gaining experience for a certain period of time.

In newly established organizations, it is normal for both the employer and the newly recruited employee to have high expectations. At this point, it is not possible for the employer to meet all the expectations of the employee. However, the expectations met in line with the possibilities may be a factor in meeting the expectations of the employer in order to reach the goal they want to reach in the sector.

1.1.4.2. Organizational Factors

The organizational opportunities offered by the organization to the employee play a decisive role in meeting the expectations of the employees and ensuring job satisfaction (Baştemur, 2006). Various organizational factors affect job satisfaction. Factors such as the nature and difficulty level of the job, management style, promotion and advancement opportunities, colleagues, communication, physical working conditions and occupational safety, stress, and organizational culture are among the organizational factors that affect job satisfaction (Köroğlu, 2011).

In a corporate organizational structure, organizational charts, job descriptions, work flow diagrams and procedures created in order to make the most accurate applications eliminate the complexity in terms of the work done by the employees, and with the formation of a standard structure, an increasing increase in the level of job satisfaction occurs.

One of the most common complaints of employees in business life is not being satisfied with the work done. The fact that wage increases are not at the expected level is the second issue that employees complain about the most. Problems with managers, work-related mistakes, disagreements with colleagues, overtime, and failure to realize the expected promotion were also identified as issues that employees were uncomfortable with in their professional lives (Baştırmur, 2006).

Now, we can list the organizational factors that affect job satisfaction as follows;

Nature and Difficulty of the Work: The quality of the work constitutes an important element for the organization together with the employment of the right human resources. The suitability of the quality of the work for the employee and the increase in the quality of the work within the process management cause the satisfaction level of the employee to increase.

The acceptance of the work done by the society and gaining respect accordingly are among the factors that increase the level of moral satisfaction of the employee to the highest level. While human resources departments determine the status, authority and names of their positions within the organizational structures, it is of great importance that the employee's duty is carried out by taking into account the feedback in the society. For example, using the title of 'apartment attendant' instead of the word 'janitor', which is less accepted by the society, for this position, may increase the prestige of the employee in the eyes of the society, although it does not change the nature of the work done.

The degree of difficulty of the job is also an indicator that positively affects job satisfaction in general. The difficulty level of the job creates attractiveness for many employees with the idea of being different. It has been observed that the urge to accomplish difficult tasks motivates the employee even more, and as a result of achieving the job, they reach a high level of satisfaction. On the contrary, if the difficulty of the job increases in the process, but there is no return in terms of career or financial income, serious dissatisfaction occurs in the employee.

In newly established organizations, it is a necessity for both the employees and the corporate infrastructure that the nature of the work is clearly and clearly stated in the job descriptions. The fact that the institution is transparent about the nature of the work by transferring the work flow diagrams to its employees will also positively affect the work efficiency. Specifying the competencies required for the job in detail will provide information about the difficulty of the job for the employee. Otherwise, the complexity that will occur will negatively affect the image of a newly established organization and cause employees to be directed to different jobs.

Management Style: The fact that employers' management styles are transparent, open and flexible for employees to participate in the decisions of the institution creates a strong synergy between the employer and the employee. The sense of belonging of the employee, who feels that he is more important for his own institution, may also increase and job satisfaction may be ensured.

In newly established organizations, within the professional perspective of the modern world, emphasizing the sense of "we" instead of self-focus and giving importance to teamwork will ensure integrity in the organization.

Wage: Wage, which is one of the main reasons why the individual wants to enter business life, constitutes the necessary financial resource for the maintenance of life in order to exist in social life. The fair and equal distribution of the wage structure by the employer according to the competencies and positions of the employees is an important job satisfaction factor. Among all the returns that employees achieve in their business life, the first thing is to compare the wages of their own positions with those of employees in other positions. At this point, the employee who thinks that an equal and fair wage policy is not applied to him may decrease his motivation and cause job dissatisfaction.

One of the methods generally applied by employers in wage policies is to mechanize wages as punishments or rewards. In cases where the employee cannot achieve sufficient performance, the employer applies a penalty method in a sense by making position changes and reducing the employee's salary. Otherwise, it rewards its employees with bonus or promotion methods. In this two cases, the employee experiences different levels of job satisfaction. In this respect, the correct and effective implementation of human resources management will enable the organization to achieve more efficiency in the long run.

In newly established organizations, the scarcity of financial resources in terms of investment in human resources during the establishment phase causes a low wage policy to be applied, except for some key positions with a high strategic position. In this respect, wages should be determined according to positions and competencies by making the right human resources analysis, and practices such as reducing wages or late payments should not be applied in the following process.

Promotion and Advancement Opportunities: The promotion and advancement opportunities of the organization, which is known as the expectation that is at the top of the career goals of the employees in the current line of work, should be perceived as a sign of the expectation of a wage increase for the employees. While promotion and advancement mean a salary increase for those who have just started their business life, it is observed as an ego satisfaction on the way to self-realization for a worker who has spent many years in the sector he works in.

Promotion and advancement opportunities provide the opportunity to meet the needs of future employees in newly established organizations, as well as to ensure that employees stay in the organization and benefit from their talents more effectively.

Just as it is of great importance to have a fair distribution in the wage policies of organizations, the employee will compare his own success with other employees in terms of advancement opportunities, and job satisfaction may change in line with the fairness of the advancement opportunities.

Colleagues: Colleagues, who are among the organizational factors, constitute an important factor in determining job satisfaction levels. The organization, which tries to implement human resources management in the most effective way in the corporate sense, should choose the right teammates for employer satisfaction within the scope of business efficiency. For the employee who spends the most productive hours of his daily life at the workplace, working in cooperation with compatible colleagues will both increase work efficiency and create a factor that increases the satisfaction level of the employee. The fact that the employee cannot get support from his colleagues in his work or is mobbed will cause the individual to cool off from the organization and want to apply to different institutions.

In newly established organizations, in order for the employees to form a team among themselves, not only competence should be sought in terms of expertise in recruitment, but also personality structures that can form a team should be analyzed with the right personality inventory studies. In order for

the employee to love his job more and to be productive, it is necessary to love his colleagues and socialize with them in a harmonious way in order to achieve job satisfaction.

Communication: The organizational communication system is created in line with the main objectives such as informing the employees within the organization within the process management, the objectives of the organization and the continuity of contact with internal and external stakeholders, as well as creating a social network among the employees. The fact that the communication system is active and dynamic ensures that phenomena such as the sense of we, belonging and integrity of the organization are more effective on the employees. motivates by providing.

In newly established organizations, the fact that communication channels are constantly open and that regular information is conveyed to the employees will increase work efficiency and create unity of purpose. In order to develop the corporate culture and sense of belonging rapidly, establishing a strong communication network with the employees in the organizations will make them feel more important and their satisfaction levels will be higher.

In organizations where an effective form of communication is used, employee motivation will also increase and be maintained. The presence of a well-functioning communication system will bring about a comfortable and peaceful working environment.

Physical Working Conditions and Occupational Safety: Physical working conditions and related occupational safety, which are one of the most important issues of employees in the organizational structure; Depending on the sector, these are the areas that employers should pay attention to. Even if the employee has sufficient competence in terms of the given work area, failure is inevitable if the necessary physical conditions are not met. In addition to these, poor working conditions and the lack of occupational safety measures to be taken according to the work done create serious dissatisfaction for the employee.

In newly established organizations, positive physical working conditions and occupational safety should be established in line with the laws. The employer, who should foresee that the employee will prefer a job by taking into account the physical working conditions, must provide the necessary conditions for the employment of qualified personnel. The existence of job security will increase job satisfaction for the employees as well as bring managerial convenience for the employer.

Stress: Stress is defined as the non-specific (common) response of the organism to any kind of change. According to this widely adopted definition, stress is the body's response to any system, regardless of whether it is pleasing or not. Work stress, on the other hand, is an individual reaction to the work environment that threatens the employee emotionally and physically and disrupts the working order. Work stress is first and foremost related to one's perception of work and the work environment. Work stress occurs when work-related physical and psychological needs are not met (Köroğlu, 2011).

The concept of stress creates relatively different perceptions in the work environment depending on factors such as the personality structure, competencies, culture, age and gender of the employee. A situation that causes stress to one person may be a trivial case for another.

Sources of stress related to the individual himself; biological and physical factors, financial factors, lifestyle, personality traits, family structure, life and career changes. The sources of stress created by the individual's work environment are; factors such as interpersonal conflict, excessive workload, management style, monotonous and boring work, job dissatisfaction, career disability and physical environment conditions (Köroğlu, 2011).

Looking at the concept of stress in terms of job satisfaction, a worker with high job satisfaction will not be stressed by work against the negativities he will experience and will perceive it as a temporary negativity. Otherwise, they will quickly fall into burnout syndrome and face negative consequences such as failure and quitting.

The structure of stress in newly established organizations can be predicted. The desire for rapid progress on the path of institutionalization and the stages of Bangış can create a stress structure on the employees. The fact that the organization creates the institutionalization process with the right planning will also create a method of reducing stress on the employee.

In general; Five sources of stress have been identified. Accordingly, bureaucratic obstacles, inability to fulfill their professional roles, lack of friendship relations, problems related to competence and individuals served are seen as the main sources of stress (Topçu, 2003).

Organizational Culture: The fact that the organizational culture has been established on strong foundations has a positive effect on the success of the organization and the increase in job satisfaction levels for the employees working in the organization.

In newly established organizations, it will be difficult to talk about a corporate culture. Systematic studies carried out in order to establish solid

foundations will strengthen the organizational culture with institutionalization and will be transferred to the following years.

In general, when all organizational factors are examined, it is seen that the issues put forward as problems by most of the employees are among the organizational factors that affect job satisfaction. It is clear that the work environment in which the person spends a large part of his daily life and the factors such as wages, promotion opportunities, attitudes and behaviors of managers towards employees, rewarding conditions, etc., will have an impact on job satisfaction. In order to achieve maximum efficiency, businesses and organizations have to determine the factors related to work and work environment that will increase the organizational commitment of employees according to scientific principles and make arrangements accordingly (Bařtemur, 2006).

CHAPTER II

MOTIVATION

2.2. GENERAL INFORMATION ABOUT MOTIVATION

2.2.1. Definition of Motivation

The concept of motivation is defined as “motivation” or “motivation” in the Current Turkish Dictionary of the Turkish Language Association (Turkish Dictionary, TDK).

Motivation, which is one of the most important factors affecting success in working life as in many areas of our lives; It plays an important role not only in the performance of the employee, but also in the performance of the organization. Today, it is necessary to increase the performance of employees in order to defeat the competition between institutions and to achieve great profits. In this direction, employers; In addition to caring about the attitudes, behaviors, ideas, desires and wishes of the employees, they should also take into account all factors inside or outside the organization that may affect them. The main purpose of using the concept of “motivation” in working life; To ensure that the performance of the employees is high in order to achieve the objectives of the institution.

There is a constant interaction between employees and working conditions in business life (Kıdak and Aksaraylı, 2009). On the one hand, managers are looking for ways to create a workforce suitable for the organization, on the other hand, they have to constantly monitor and consider some basic needs of their employees (Ağırbaş, et al, 2005). The important and priority problem that the management needs to address is to be able to carry out the production in a way that will enable the employees to participate in the production of goods and services at a high level and in the meantime to protect the health

of the employees physically and mentally (Kıdak and Aksaraylı, 2009). The art of motivating people is built on this fundamental understanding of human needs. Motivation is the degree of desire and readiness in an individual to achieve the same goal. The motivating function is to understand and accept organizational goals and to direct employees to contribute positively to the achievement of these goals. In the motivation process, the manager sets the limits of acceptance of the employees and creates a work environment that will enable the employees to do work willingly (Liebler et al, 1992, in Ağırbaş et al, 2005).

People also want to work in environments where their needs are met, their feelings and thoughts are cared for, they can use authority and thus contribute to the success of the organization, and they are rewarded according to their own motivation sources.

It can be said that the success of managers in newly established organizations depends on the ability of employees to do their jobs in line with corporate goals and efficiency. The employer's prioritization of the factors that positively affect the motivation of the employee and the value of the basic needs, thoughts and beliefs of individuals can positively affect the productivity of the organization. In a newly established organization, managers should also be motivated to act in this direction and to spend their knowledge and power in this direction.

The quality of productivity (production) of employees depends on the degree of their motivation.

Management has to know the attitudes of its employees towards the organization, the rules of the organization and themselves (Kıdak and Aksaraylı, 2009). In cases where the attitudes of the employees are known, it will be possible to make some directions to predict and control their behavior. When the management can identify the factors that will make the attitudes of the employees towards the organization and the efforts in the organization positive or negative, it will be able to direct the employees more effectively with the arrangements it will make (Yüksel, 2002).

Motivation comes from the Latin "motive". Motivation; It is a general concept that encompasses wants, desires, needs, impulses and interests. Motives stimulate and activate the organism, directing the behavior of the organism towards a specific goal. When these two features are observed in the behavior of the organism, it is said to be "motivated" (Cüceloğlu, 1994). According to another definition, motivation is when people act with their own wishes and desires to achieve a certain goal (Koçel, 2010).

Since organizations are “social units that are consciously formed to achieve determined goals”, it is necessary and important for organizations to direct the behavior of people gathered under the umbrella of the organization, each of which has different goals, in order to achieve the goals of the organization (Kesici, 2006).

On the basis of the concept of motivation, there is the issue of creating a suitable environment and conditions by the enterprise in order for the employees to fully give their knowledge and talent to their work. Motivation aims to increase business efficiency on the one hand and to increase the satisfaction expected by employees from the business on the other hand. The starting point of the concept of motivation; *“What should be given and done to staff so that they behave in a way that is beneficial to the business?”* is the search for the answer to the question (Koçel, 2010). Motivation, which is defined as a force that directs behavior to the goal and puts it into practice; It expresses the thoughts, hopes, beliefs, desires and wants, needs and fears of individuals. Institutions that attach importance to the concept of motivation; Since the needs of individuals are met, it will enable employees to take action and be more motivated.

Physiological motives such as hunger, thirst, sexuality are “impulses”; High impulses, such as the desire to succeed specific to people, are also called “needs” (Koçel, 2010). At this point, it is important for managers to distinguish the impulses and needs of employees. Especially in newly established organizations, it is necessary to catch this distinction at the very beginning in order to keep the motivation of the employees of the institution high from the beginning and to be able to take part in the sector in which they operate rapidly.

The key role of human resources in ensuring productivity makes the attitude of the organization towards the employees who constitute this human resource an important element in motivating the employees to the goals of the organization and using the physical and intellectual talent potential they bring with them for the organization (Pekel, 2001).

In order to understand people’s behaviors, a business management that will act by knowing the reasons that lead them to these behaviors, that is, their needs, will undoubtedly have an important advantage (Kesici, 2006). Although it is not the institutions that motivate people to work, but the institutions with the best practices; They create an atmosphere that inspires creative solutions, hard work, and commitment to the organization. This positive atmosphere provides many benefits, including the opportunity to

develop and acquire new talents, as well as a sense of confidence (Öztürk and Dündar, 2003).

Motivation is a process that has an important place in organizational behavior as a factor that significantly influences, directs and causes human behavior in an organization (Knitter and Kanbur, 2008). Motivation process; It is a general concept that encompasses wants, desires, needs, goals, behaviors, impulses and interests; It is about informing people about their own performance.

The focus of the theories is not to seek answers to the questions of how the payment should be arranged and what incentives should be given in order to encourage employees in a certain job, but to explain the underlying reasons for these behaviors of people (Kıdak and Aksaraylı, 2009).

Motivation, which is a psychosocial factor that affects the work performance of employees and ensures that they are fit and prepared for the task at any time; It is a force that energizes the employee, directs him and ensures the continuation of some of his behaviors.

The word motivation is of great importance in understanding the behavior of employees from an organizational point of view. Various concepts that make up the motivation process are used to explain the reasons behind the behavior of employees. These concepts are; need, impulse, motive and behavior. A need is the satisfaction of a deficiency in something. In order to eliminate this deficiency, the appearance of a force in the organism **is called the impulse**, and the tendency of the organism to act in a certain direction to meet this need is called **the motive**. Motives lead to a number of **behaviors** in people (Köroğlu, 2011).

In order for managers to fully understand the motivation process, it is imperative to examine the reasons that force the personnel to behave in certain ways, the goals of the personnel, the possibilities of maintaining the behaviors, and to develop models and practices to motivate them according to the results of this examination. On the other hand, as in all organizations, the motivation of the employees is of great importance in terms of ensuring customer satisfaction and the success of the organization in service organizations that experience a human-centered structure where production and consumption are carried out simultaneously (Ölçer, 2005).

The attitude of the organization towards employees should be established on the basis of respect for people. The human factor is too valuable and sensitive for a business organization to be equated with other factors of production. Employees are not only individuals who transfer their labor to

the organization in return for the wages they receive, but also the building blocks of a union that interacts with each other and with the organization and above all requires respect. Organizations that determine their management strategies with human-centered approaches can benefit more from the creativity, power and motivation potential of their employees. Since such an approach includes initiatives to increase the quality of life of employees and to meet the needs of individuals as well as organizational goals, it allows employees to develop their self-selves and be highly motivated, causing them to contribute more to the organization (Pekel, 2001).

Motivation formed by being influenced by individual factors; It enables individuals to maintain their behaviors towards their goals and thus to choose the one they deem appropriate among various behavioral alternatives. Although motivation is an important process in order to meet the needs of the employee; The manager should be aware of these needs, analyze the behavior of the employee and know that the needs will vary in each employee.

The level of motivation of the employee is the level of motivation of the employee to what extent the material, moral and social gains obtained by the employees from the institution respond to the needs of the person. In other words, as the earnings of the individual increase, the level of motivation will also increase. This situation will not only ensure that the internal employee stays in the same institution for a long time, but will also increase the interest of qualified personnel who want to work in this institution from outside. In addition, in an institution with high motivation of employees, efficiency and performance will increase.

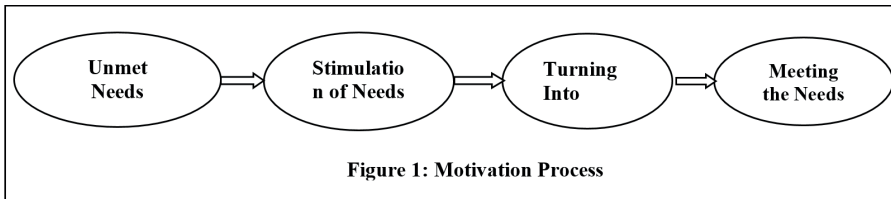
Organizations that succeed in keeping employees' performance at the highest level ensure the support of senior management, communicate expectations regularly and clearly, spread authority to the bottom of the organization, encourage employees to own and solve problems, and publicly and frequently celebrate those who succeed. These organizations know that wages alone do not improve the performance of employees, but they are a supporting factor. The source of high motivation is that employees know that their contribution to the work is valuable and they love their work. It is observed that employees who adapt well with their institutions and support the values of the institution increase their performance, decrease absenteeism rates, and increase productivity and work ethics (Öztürk and Dündar, 2003).

The employees or managers of a for-profit business are working towards very clear goals. Employees and managers strive to achieve common goals as a member of the team, rather than acting as an entrepreneur alone. Employees in such enterprises are easily divided into different job groups and can easily

fulfill the work assigned to them with little education and experience. On the other hand, a hospital performs the services expected of it by employees with a very heterogeneous structure. Within this group, it is possible to see employees with different education, experience, age and social class, from physicians to caregivers. The work that needs to be done in the hospital is sometimes extremely complex and requires specialized knowledge and long-term training, as well as sometimes minimal knowledge and training. In an organization where heterogeneity is so high, there is an important problem in terms of motivation. Because these groups will have different needs and expectations (Ağırbaş et al, 2005).

2.2.2. Motivation Process

Individual behavior is usually based on a reason. These reasons consist of issues such as needs, desires, fears, and beliefs. Human beings are a whole with both their psychological structure and physiological structure. There is a balance at the basis of this structure. When the organism has any need, the balance is disturbed. In order to restore this balance, it is necessary to meet or satisfy the need. While motivation is trying to achieve balance, understanding behavior is also a very important process (Keskin, 2008).



(Keskin, (2008) Motivation and Motivation Techniques as a Tool to Increase the Performance of Employees.)

Motivation is a continuous and dynamic process that mobilizes employees and directs their thoughts, hopes, desires and needs. The motivation process begins with the urge to satisfy these needs, and this impulse turns into behavior. The process is completed when the behavior is taken to meet the need and the need is met.

The main starting point of the motivation process is unsatisfied physical or psychological needs. These requirements cause tension and lead to the start of the motivation process. The completion of the process is achieved by reducing the tension as a result of meeting the requirements (Elbir, 2006).

Just as the knowledge, skills and abilities of the employees differ from each other, their motivation levels also differ. For this reason, the needs, motives and behaviors of individuals should be analyzed well by managers (Keskin, 2008). However, there may be some problems at this point (Semerci, 2005):

- Since the motives are not visible to the naked eye, guessing about the motives only by looking at the behaviors
- It is very difficult for people to observe and measure because their motives can change over time and be in conflict with each other
- Due to individual differences, the importance that people attach to motives and the effort they make to achieve them can differ significantly
- In general, although the intensity of motives (hunger, thirst, etc.) decreases significantly upon satisfaction and people turn to other motives, the intensity of some motives increases upon satisfaction. For example; Strengthening the incentive of a promoted employee to work hard with the expectation of getting another promotion in the future.

As a result, the phenomenon of motivation creates different importance and quality requirements due to reasons such as the culture of the people, the level of education, and demographic diversity. If these needs are met at a certain time and frequency, behaviors aimed at being motivated occur. This process requires continuity as it exhibits a dynamic structure, not a static one, in parallel with its elimination.

2.2.3. Motivational Tools

To motivate employees, various theories and models have been developed that managers can use. These theories and models claim to help managers identify the factors that motivate people and maintain motivation (Koçel, 2010). Today, various motivational tools are used to motivate employees and increase their performance. These tools are summarized as follows (Semerci, 2005; Kochel, 2003; Koroglu and Avcikurt, 2011; Gauge, 2005; Arisoy, 2007):

2.2.3.1. Economic Instruments

Among the motivational tools, economic tools are one of the main motivations in meeting the physiological needs that are prioritized by the employees in Maslow's hierarchy of needs (Köroğlu, 2011; Bastemur, 2006; Sharp, 2008);

- The wage increase made by the employer to the employee's salary, taking into account the annual inflation rates at certain periods,
- To increase the employer's sense of belonging to the organization and to provide the opportunity of share partnership to the employees so that they can participate in the profit in order to create additional capital for the organization,
- As a result of performance management, employers give economic rewards to their employees in line with their performance rates,
- Premiums given to the employee in certain periods stipulated within the scope of the contract or as a result of surplus work,
- Social facilities such as transportation with shuttle service that provides better working and living opportunities, lunch, tea and coffee service, private health insurance, clothing assistance create economic benefits for employees.

2.2.3.2. Psycho-Social Tools

Psychological tools, which have an important place in the performance of their duties by employees (Taştan, 2005; Pekel, 2001);

- Employees can have an independence that they can take initiative in their work and bring their creativity to the forefront,
- To be able to gain a social status where they can gain a place in their social lives and to participate in the society accordingly,
- To be able to appreciate employers for their positive contributions to their employees,
- Employees develop and achieve success depending on the experience they have gained as a result of the contributions they have made to their organizations as a result of the performance of their duties,
- Employers support employees with programs such as orientation or employee training to adapt to the business environment within the professional life cycle,
- Employers develop suggestion systems to support the ideas and suggestions of their employees to support the development of the organization and increase the sense of belonging,
- Providing the opportunity to meet directly with superiors in order to strengthen communication between subordinates and superiors,

- Depending on the belonging of the organization, the employee feels psychologically secure,
- Employees should create social activities where sports, cultural and artistic hobbies can be obtained by anticipating that they spend most of their time in their workplaces,
- Carrying out delegation studies in certain time periods that will contribute to the increase of business responsibility and initiative taking competencies,
- Providing consultancy services that will facilitate the acquisition of information, especially for employees who have just started the sector, creates important motivations for employees.

2.2.3.3. Organizational and Managerial Tools

The organizational and managerial rules applied by employers to the employees of the organization are of great importance in terms of ensuring an effective and efficient working performance of their employees. Created in this direction (Öztürk and Dündar, 2003; Sharp, 2008; Elbir, 2006);

- Unity of purpose to be created by the employer by using the right managerial functions,
- Ensuring the balance of authority and responsibility in line with the principle of justice and equality,
- Creation of in-house / external trainings in order for the employee to perform his job more effectively and with high quality,
- Ensuring that employees participate in decisions in order to strengthen the concept of we,
- Job security to be created with temporary/indefinite employment contracts to be made between the employer and the employee,
- Strengthening the correct and effective flow of internal business processes or the internal communication system,
- The employer creates factors that can make the job more attractive so that the employee can work more efficiently,
- Physical working conditions are at a level to perform the job,
- Job enrichment, which is a job design process that aims to bring together factors that provide a high level of motivation such as taking

responsibility, learning and achievement within the structure of the job,

- Job rotation can be made in order for the employees within the organization to gain experience in different business lines,
- To be able to carry out joint team work in general or project-based studies with a focus on business,
- Improvement of physical conditions for better working efficiency,
- Promotion and career development opportunities,
- An open management policy in which employers share decisions,
- Organizational motivations such as fair and continuous discipline systems should be established.

It cannot be said that the models and tools presented or implemented to date have achieved complete success. The most important problem for managers is to have convincing and encouraging motivational tools that bring employees closer to the goals for employees with individual needs and personalities. Because the factors that motivate people differ from person to person and are constantly changing. For this reason, the incentive tools used in motivation do not have the same effect everywhere and at all times. The effectiveness of incentive tools; It depends on people's value judgments, social and educational levels, and environmental factors (Ölçer, 2005).

The effectiveness of the incentive tools used in motivation may also vary depending on the understanding and behavior of the managers. The success of managers depends on their close acquaintance with the economic and socio-psychological structures of the employees in the organization they manage and their following a policy adopted by the majority of the employees. While the motivation policy in the centripetal and traditional management approach is largely based on the use of economic tools and strict control; In organizations managed with a non-centripetal modern management approach, socio-psychological and managerial tools are equally included as well as economic tools (Ölçer, 2005).

2.2.4. Characteristics of Motivation

There are some assumptions and characteristics related to employee motivation (Köroğlu, 2011; Tumgan, 2007; Özer and Bakir, 2003):

1. Purpose in motivation; It is to ensure that employees stay in the organization, to use creative hidden powers and to increase their business success.

2. In order to understand motivation, it is necessary to systematically analyze how personal, work-related, and environmental characteristics affect employee behavior.
3. Motivation refers to a dynamic internal state that arises as a result of being influenced by personal and situational factors and changes with changes in personal, social or other factors.
4. Motivation affects employee behavior.
5. Motivation is a psychological process that mobilizes and directs the individual.
6. It is an inner force that mobilizes the individual to satisfy needs.
7. Anthropology concerns many disciplines such as psychology, sociology, economics, management, organizational behavior.
8. It stems from personal needs, wants, and impulses and gives the person the desire to perform a behavior.
9. The educational status and abilities of the person, the full use of personal working capacity and the activation of these two factors from the point of view of the manager affect the motivation.
10. Motivation is directed towards a goal or reward. The power exerted in the workplace aims to win rewards and change status.
11. Managers or leaders can influence the motivation of employees, but they cannot control them.
12. When one need is satisfied, another emerges. A satisfied need is no longer a motivator.
13. There are three emotions that lead to a change in behavior. These; fear, duty, and love. When motivated by fear, the work is done out of necessity. When motivated by the task, it is done because the work needs to be done. When motivated by love, the work is done because it is wanted.
14. Motivation is not always directed to conscious and observable needs, there are also things that motivate the person without realizing it.
15. Motivation is not the same as job satisfaction.
16. A behavior can have multiple motivators.
17. Motivation and behavior are not the same thing.

2.3. RELATIONSHIP BETWEEN JOB SATISFACTION AND MOTIVATION

The relationship between motivation and job satisfaction is not only confused with each other, but also exhibits a different structure from each other. While the phenomenon of motivation is a prerequisite that must be created individually or organizationally for the employee before the work to be done, job satisfaction; It can be associated with motivation as a result of a positive effect that occurs with the motivation effect that occurs due to organizational and individual factors. Institutions, like people, are born, grow and die as a result of the life cycle. At this point, especially if organizations are newly established, employers have to create the human resources and functional structure in the most accurate way to create a permanent foundation. Organizations want to take their place in the competitive market by providing rapid development on a sectoral basis at the starting point. At this point, organizations should motivate their employees by examining their needs and creating the right physical conditions, and ensure job satisfaction with economical tools according to their performance. They evaluate the suitability of the employees in their motivation and job satisfaction with their own expectations and needs with an internal decision mechanism, depending on whether they are done fairly by the employer by making comparisons with other employees. If this evaluation is positive, it directly causes an increase in motivation, otherwise motivation decreases and a decrease in job satisfaction is observed. In both cases, motivation and job satisfaction are in motion with each other and at the same time create a feedback against each other.

If the employees are highly motivated; While doing their job, they strive to produce the best and high-quality products or services. Determined and confident employees get more satisfaction from their work because they enjoy being part of a team, helping and supporting their colleagues, encouraging them.

2.3.1. Conceptual Relationship of Job Satisfaction and Motivation

In order to systematically understand the relationship between the concepts of job satisfaction and motivation, it is necessary to address the effects of job satisfaction and motivation on individual and organizational outcomes with theories that deal with the relationship between job satisfaction and motivation.

Within the scope of the study, not all motivation theories will be discussed in terms of examining the effect of job satisfaction determinants on employee motivation, and only some theories that are predicted to help will be mentioned. The main of these theories are:

1. Maslow's Hierarchy of Needs Theory
2. Herzberg's Double Factor Theory
3. McClelland's Success Motive Theory
4. Alderfer's ERG (VIG) Theory

2.3.1.1. Maslow's Hierarchy of Needs Theory

Abraham H. Maslow in his theory, which he developed by taking into account the basic needs of human beings; physiological needs, the need for security, the need for love and belonging, the need for dignity, and the need for self-actualization.

This theory, called "Maslow's hierarchy of needs theory", can be cascaded as shown in figure 2 (Maslow, 1943).

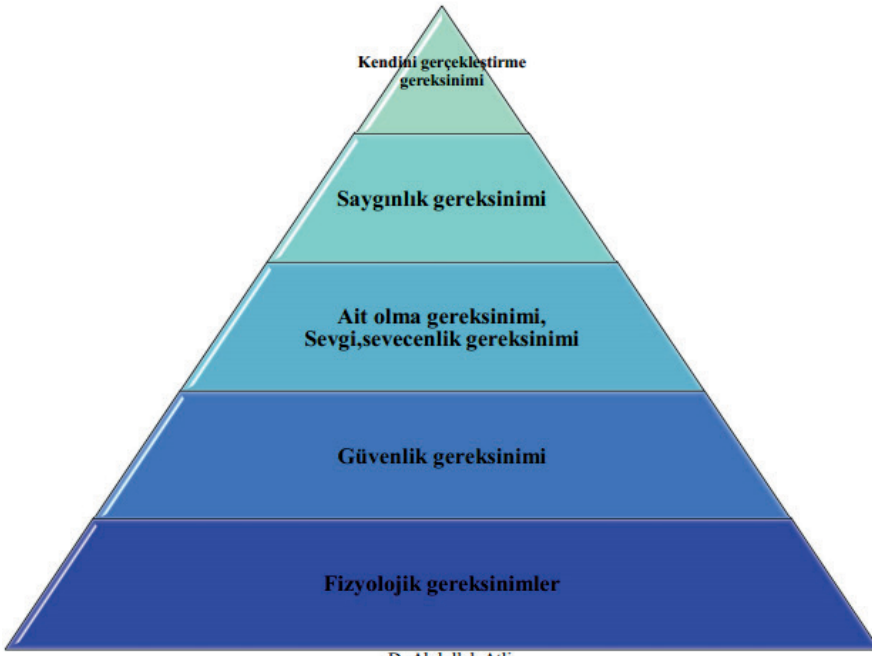


Figure 2: Maslow's Hierarchy of Needs Theory

Physiological Needs: According to the hierarchy of needs approach, meeting the basic physiological needs of the individual comes first. They are universal requirements that apply to all living organisms, not acquired later, but are innate. Needs such as hunger, thirst, sexuality, sleeping, breathing, and shelter necessary for human beings to survive biologically are handled in this context. Since physiological needs cannot continue human life when physiological needs are not met, physiological needs are the most basic of all needs. It is not possible to meet the needs of a higher group without meeting the needs at this stage (Maslow, 1943).

The employee first uses the money he earns by working to meet his physiological needs. In this context, physiological needs have some common features (Maslow, 1943):

- Physiological needs are independent of each other,
- Usually they are related to a specific place in the body,
- It is not usual for developed societies to have such requirements,
- These requirements need to be repeated at short time intervals.

Security Needs: The need for security or protection is defined as the need to be free from anxiety, fear, uncertainty, and to be committed to an organization, order, or law. The need for security is necessary for individuals to feel safe in their work and in society. Life and work safety, the need for protection from hazards, pension and insurance security in employees are included in this group (Maslow, 1943).

Needs for Belonging and Love: After the needs in the first two steps are met, the needs of belonging and love begin to appear. The need for belonging and love refers to an individual's need to be connected to a person, group, or organization. Institutions need to take some measures to meet the needs of employees to belong, love and be in a social environment. For example, social activities such as picnics to be organized for employees will ensure that employees are both in a social environment and feel that they belong to the business (Maslow, 1943).

Need to Be Respected: The individual lives in a society and is constantly evaluating his place in society. Before doing this, he reveals his self-esteem and self-worth; Then he tries to determine his place in society. The need for respect is examined in two subsections as respect for oneself and others (Maslow, 1943):

- Self-Respect: *It* is the desire of a person to be strong, to achieve success, to mature, to master, to be self-confident, independent and free.

- *Respect of Others:* *It* is the desire of a person to be recognized, to gain prestige, to achieve status, to be important, to be superior.

The need to be respected basically also satisfies the need for success and recognition. The person will make himself known and gain respect with his success. Satisfying the need to be respected allows the individual to increase self-confidence, self-worth, power and abilities, and leads to the emergence of a sense of being a useful and necessary individual for society (Maslow, 1943). The requirement at this step will provide the opportunity to move to the next step by meeting all the requirements at the lower level.

Need for Self-Realization: This need, which is at the top, arises by meeting other needs in the hierarchy. Here, the individual wants to satisfy his needs such as self-development, progress in his job, learning, realizing his talents and developing his creativity. Maslow reveals some characteristics of the self-actualized human being (Maslow, 1943):

- To be able to perceive the truth better and relate to the truth more easily.
- Don't accept yourself and others as they are. These people accept themselves as they are because they have less feelings such as guilt and anxiety.
- Don't tend to problems. They do not turn to their own selves, but to important problems to which they are connected with a sense of duty.
- The desire to stay away from the environment, to be alone.
- Societal interest. Identification with humanity, sympathy and closeness to humanity.
- A democratic personality structure.
- The ability to separate tools from goals and creativity.

As long as life continues, there will be human needs. As the existing need is met, new requirements will emerge and people will experience this cycle continuously. After the requirement in the lower step is completed, the next step is passed; However, when one of the underlying needs arises again, the individual has to meet this need. Therefore, the needs of man never end.

According to this theory; Senior employees and managers should be able to define very well what the requirements of subordinates are and take the necessary measures to meet them. Thus, it should ensure that the employees are further motivated. Although a basic need may seem the same, these requirements will have a different level of importance in each employee, as

they will be affected by a number of individual factors among the employees. In addition, it will change over time according to the changes in the social and marital status of the employees.

Meeting the needs in a certain order creates satisfaction (through satisfaction factors) and provides the motivation to ensure performance. Accordingly; First of all, general satisfaction factors are necessary to satisfy the basic needs of the individual, and organizational factors are necessary to provide the motivation that the individual will achieve in his job. The individual cannot provide motivation at work without meeting his basic needs. General satisfaction factors and motivation factors are shown in Table 1.

Table 1: General Satisfaction and Organizational Factors by Needs Levels

Levels of Need	General Satisfaction Factors	Organizational Factors
Physiological needs	Food, drink, sleep, etc.	Remuneration (payments) Favorable working conditions, Cafeteria, etc.
Security needs	Comfort, safety, continuity, etc.	Safe working conditions, Occupational safety, etc.
Love needs	Social needs, good relationships, belonging, etc.	Friendly environment, friendly supervision, professional relationships, etc.
Dignity needs	Self-confidence and self- esteem, status, etc.	Social status, title, feedback from work, etc.
Self-actualization needs	Development, progress, creativity, etc.	Meaningful work, possibilities for creativity, self-development, etc.

Source: Çetinkanat, C. (2000), Motivation and Job Satisfaction in Organizations, Ankara: Ani Publishing, p.15 (in Sat, 2011)

This hierarchy of needs approach, when evaluated from a managerial point of view, shows what can be done to motivate individuals in line with the goals of the organization. In organizations, it is clearly seen what the needs of individuals are, how they are ranked, and with what means of motivation they can be met (Maslow 1943).

2.3.1.2. Herzberg’s Double Factor Theory

Herzberg’s theory basically deals with two dimensions: protective (hygiene) factors and motivating factors. These factors affect employees in different ways. Accordingly, the employee has two groups of needs. Motivating needs from these needs; It’s about the job itself, how hard the job is, and it includes success and recognition. Elements such as responsibility, autonomy at work, and interesting work express motivating needs. Hygiene

needs, on the other hand, are related to the physical and psychological environment in the place where the work is actually done (Sat, 2011).

Herzberg expresses the relationship between motivating needs, hygiene needs and job satisfaction as follows: When motivating needs are met, satisfaction will be perceived in employees, and when they are not met, dissatisfaction will not be perceived. When hygiene needs are met, dissatisfaction will not be perceived in employees, and when they are not met, dissatisfaction will be perceived in employees (Sat, 2011).

Accordingly, satisfaction in which the motivating needs of the employee are met; When hygiene needs are not met, a state of dissatisfaction will occur. From the point of view of these dimensions, employees can experience satisfaction and dissatisfaction at the same time.

Herzberg sought answers to the following three questions; however, he paid particular attention to the third question, which will show the relationship between attitude and behavior (Tietjen and Myers, 1998).

—How does one manifest one's attitude toward one's work?

—What constitutes these attitudes?

—What are the consequences of these attitudes?

Hygiene factors are the minimum factors that must be present. Without these, it is not possible to motivate the staff. However, their presence creates the necessary environment for motivation, which can be realized if the motivating factors are provided. Providing only motivating factors without providing hygiene factors will not be enough to motivate the personnel (Koçel, 2010).

2.3.1.3. McClelland's Success- Power Theory

McClelland's approach is based on three needs; the need to achieve, the need for power, and the need to build commitment. The need to succeed is the importance and value dimension that the individual attaches to success. The need for power is the need to influence others, to build prestige and to maintain it. Commitment refers to the need to establish relationships, to establish relationships with others, to enter the group and to develop social relations (Koçel, 2010).

Need to Succeed: Although the individual desires to be successful in his activities, he is also afraid and hesitant to fail. This fear will prevent him from engaging in activities that will lead to success. In terms of management and motivation theory, the importance of the need for success is the development

of self-confidence and the desire to assume responsibility by eliminating the dangers and fears that prevent the individual from taking action in organizations. At this point, the individual will take action without much need for any reward (Eren, 2010).

The Need to Gain Power: It is the result of man's desire to dominate his environment. For this reason, people and groups do not hesitate to resort to all kinds of tools that will increase their effectiveness in their environmental relations and make their voices heard. All efforts to gain superiority and control the work and activities of others can lead people to strife and conflict with other people. This danger curbs man's desire to be strong to a certain extent. Therefore, the severity of this need emerges in quite different ways from person to person (Eren, 2010).

Need for Commitment: In this type of need, it is important to establish and develop interpersonal relationships (Koçel, 2010). This need emphasizes that people will be in contact with other people and groups, based on the fact that they cannot live alone and have a social nature. Each individual has a circle of friendships and friendships that he has developed to varying degrees of attachment and attachment to certain people. However, to a greater or lesser extent, each person has an environment consisting of certain people and groups to which they are connected socio-economically and socio-psychologically (Eren, 2010).

2.3.1.4. Alderfer's ERG (VIG) Theory

It is the theory of motivation in which Clayton Alderfer simplified Maslow's theory of the hierarchy of needs and basically reduced it to three steps. In this theory, the order of requirements is simple, but the order of requirements is essential, as Maslow classified. The principle is still the same. First, the lower-level requirements should be satisfied, and then the higher-level requirements should be satisfied (Koçel, 2010). In the ERG theory approach, three groups of needs are mentioned (Eren, 2010):

- Existential Needs
- Relational Needs
- Development or Growth Needs

In this theory, there is a hierarchy of needs, as in Maslow. A subgroup need cannot be passed without satisfying the need for a higher group. At the same time, there is a principle of disappointment and withdrawal in the ERG model. In other words, the failure to satisfy the needs at the upper

level triggers a need at the lower level that has been satisfied, leading the individual to the dissatisfaction of the lower level needs (Eren, 2010).

Ultimately; Bringing motivation, which is a very important issue for employees, to a good level will be the right approach for human resources managers to solve internal problems. For this reason, managers should focus not only on the motivation in the workplace, but also on the motivation of the employee in the society, examine their problems and be able to find solutions.

2.4. MAIN CHARACTERISTICS OF NEWLY ESTABLISHED ORGANIZATIONS

Before an organization becomes an organization, it goes through a number of activities and events in order for the organization to emerge. This is the period of “formation” in the life cycle of an organization. During the emergence of the organization, entrepreneurs pool resources and begin to carry out activities that will distinguish the organization and its individuals as separate entities. Company formation; It encompasses a social process that occurs over time by entrepreneurial individuals and organizations, such as obtaining resources outside the newly established boundaries of the organization and establishing connections with critical stakeholders to create new sources of enterprise. In the literature, newly established organizations; It is defined in four basic features as purpose, resources, boundary and change (Brush et al., 2008).

Purpose

Purpose; It is the correct applicable guide information in achieving the goal of creating a new organization. Organizations are formed by entrepreneurs who want to carry out their activities within the framework of certain goals. In general, a committed entrepreneur is important to lay the foundation for a successful organization (Brush et al, 2008).

Resources

Resources are the building blocks of an organization and are made up of people, capital, property, and equipment. Resources are expressed as the personal capital of the entrepreneur in the startup process, the cost of time spent and the riches he brings as experience. In the creation of new organizations, it is necessary to rank resources according to their use. These resources must then be coordinated according to the places of use and the production activities of the new organization. The fact that resources are abundant or scarce in the environment is the primary factor in the survival of the organization. When the role of resources in newly established organizations is examined;

organizations that want to continue their structuring with different resources instead of being content with the resources they have; They try to find the factors that affect the success of the organization by keeping their strategies and initiatives in interaction. (Brush, et al, 2008).

Border

The border is the barrier between the organization and the environment. Borders; Social relations are determined by time, legal and formal conventions according to physical and spatial situations. Boundaries can be developed through competition and collaboration. As the organization's change models develop, the boundaries of the organization are defined by the flow of information. The entrepreneur makes a formal or informal conscious decision to be able to start a business. Boundaries are defined for decisions, such as how to structure work, what new members to join, and how to interact with others outside the organization. Limits of new organizations; identify the structure of the organization, its practices, and the formal or informal differences they create (Brush et al., 2008).

Change

Change refers to the cycles of transactions that are carried out within the organization. Change can occur within the confines of an organization, especially for new firms, this change occurs across organizational boundaries. Changes, employees or participants in the social contract structure; They undertake to do some work in exchange for the payment, rights and privileges of the organization. Resources are obtained along the boundaries of the organization that produces goods and services in a process of exchange (Brush et al., 2008).

When the birth process of newly established organizations is examined; It is seen that there are significant patterns of change and formation. For example, there are four basic activities in the formation process, such as the first goal, the first business, the first financing, and the first sale. In these processes, it is seen that the average formation time of organizations varies between 3 and 10 years, and some companies are formed in as little as one month (Brush et al., 2008).

Newly established businesses usually have a small and simple organizational structure. These organizations mostly have the characteristics of their founders. From this point of view, human capital theory should be used to examine the potential effects of organization founders. In addition, organizational and environmental factors are significant variables for newly established organizations (Bruderl et al, 1992).

2.5. APPROACHES IN NEWLY ESTABLISHED ORGANIZATIONS

The research focused on three different approaches in terms of newly established organizations. These; entrepreneurial, organizational and ecological approaches (Van de Ven et al, 1984).

Each approach examined different aspects of the newly established organizations and produced different results, taking into account different levels of analysis. In general, each approach provides a partial answer to the question of what are the factors that affect the successful structuring process of newly established organizations (Van de Ven et al, 1984).

Within the scope of the research, when the three approaches were compared with each other, the initial levels of 14 education-software companies were examined (Van de Ven et al, 1984):

1- In the entrepreneurial approach, the following entrepreneurial characteristics were found to be significantly related between the initial processes and development of organizations: Accordingly, ways to reduce risk for a successful structuring:

- (a) Education and experience,
- (b) Inner focus or wholeness,
- (c) Creative business ideas,
- (d) The presence of features such as personal investments is required.

In other words, phenomena such as competence, trust, imagination and commitment to the organization in the sectoral field constitute the distinguishing features of the continuity of the vital processes of other newly established organizations in the following processes.

2- Organizational approach; He argues that the initial process of a newly established organization is possible with a collective success. In this approach, the fact that the organization has an entrepreneurial planning process acts as a catalyst that mobilizes the expanding network of the firm.

3- In terms of ecological approach, it argues that newly established organizations can enter the competitive market with the sponsor finding model. In the short term, corporate sponsorship is a temporary solution for the fundraising and survival of start-up organizations, but then if sponsorship ends or decreases, some financial funding shortages may cause the organization to disappear even faster. However, in the long run, corporate

sponsorships of new businesses can lead to higher performance and rapid development in a competitive environment.

As a result, these multi-perspective approaches will create a broader understanding and path in the structuring of newly established organizations (Van de Ven et al, 1984).

2.6. DEVELOPMENT OF NEW FORMS OF ORGANIZATION

No matter how similar the organizational structures are, the diversity increases as the economic and sociological perspectives increase. Such differences will enable organizations in the same sector to be more or less productive (Romanelli, 1991).

Three approaches have emerged in research on organizational diversity (Romanelli, 1991):

Creative destruction: With new technological developments, new forms of organization have been formed and the competitive structure has increased with industrial organization. New organizational structures have led to the disappearance of other organizations.

Environmental pressure: Along with the new organizational forms, the environmental conditions under which the organization is structured and the pressure created by historical processes are important for the future of the organization.

Organization speciation: It is an approach that examines the founders of the organization and the quantity and quality of the population it contains in the diversity of organizational structures.

2.7. PROBLEMS EXPERIENCED IN THE STRUCTURING PROCESS IN NEWLY ESTABLISHED ORGANIZATIONS: UNIVERSITIES

Universities, which have a private budget within the newly established organizational structures, face different institutional, financial, human resources and geopolitical problems during the structuring process.

Institutionalization in the structuring process is a very important process in newly established organizational structures in terms of creating an institution's own identity and setting goals for the future, and the most important elements of this process are the employees who experience and operate the one-to-one process. Administrative staff in universities both affect and are affected by the process. Considering that one of the most important

problems of newly established universities in the establishment process is the “institutionalization” process, this study will be able to evaluate the results obtained in the principles of this study and provide an evaluation and perspective to the administrators of universities in the institutionalization process. (Paksoy et al., 2009).

It is clear that there are and will be very serious problems in newly established universities, and these problems will last for many years. The number of students waiting at the university gate, the proportion of university graduates, etc. can be improved on paper. However, the problems experienced by these universities; their contribution to scientific development in the long term, their contribution to the development of students and their post-graduation performance will be on the agenda along with other problems of universities (Arap, 2010).

2.7.1. Problems of New Universities

2.7.1.1. Qualified Personnel Problem

One of the main problems of newly established universities is the problem of finding qualified personnel. There are two main reasons for this, one of which is general, which concerns all universities of our country, and the other is private, which concerns them. The general reason is related to the scarcity of trained human resources, which makes itself felt in almost every sector of Turkey. The second and unique reason for newly established universities is the difficulty of attracting and retaining qualified academics and qualified lecturers. Opportunities such as higher salaries, compensation, lodging, support for children’s private school expenses, and a larger share of revolving fund revenues will partially alleviate the shortage of qualified personnel in young universities in Anatolia (Acar, 2012).

2.7.1.2. Physical Infrastructure Problem

In order to start education as soon as possible in new universities, especially in foundation universities, education is generally started before the physical infrastructure reaches a fully sufficient level. At this point, sufficient physical environment cannot be created both in terms of education and for academicians to carry out research studies. In public universities, on the other hand, sufficient financial support is not provided in order to ensure the formation of the necessary buildings and equipment at the initial level of the budget (Acar, 2012).

2.7.1.3. The Problem of Insufficiency of Financial Facilities

Financing opportunities of newly established universities are insufficient. Large and senior universities have large-scale revolving funds and large revenues from them. However, new universities are deprived of such opportunities (Acar, 2012).

2.7.1.4. The Problem of Institutionalization

Institutionalization is the development of the standards created by an organization on the basis of institutions, not people-based, and carrying them to the future and basing the life cycle of the institution on an institutional basis (Acar, 2012).

The institutionalization process requires an infrastructure that takes time and is strengthened with the right human resources. The creation of a norm structure by newly established universities constitutes a serious process due to the lack of financial resources, which is one of the most basic requirements. Time can increase even more with the addition of managerial experience deficiencies to the institutionalization process (Acar, 2012).

CHAPTER III

EMPIRICAL RESEARCH ON THE STUDY

3.1. PURPOSE AND IMPORTANCE OF THE RESEARCH

Regarding job satisfaction, many researches, especially foreign sources, have been conducted and the factors affecting job satisfaction have been tried to be determined. Although a lot of research has been done abroad, it is thought that research on job satisfaction in our country is limited (Yelboğa, 2007).

Just as health shows the general physical condition of the person and is important, job satisfaction is also important in terms of reflecting the general condition of the employee. Job satisfaction, just like health, is important, diagnosed and treated. Job satisfaction can indicate the general emotional state of employees. There is a close relationship between job satisfaction and life satisfaction (Sevimli and Işcan, 2005).

This study was planned to explain the effects of job satisfaction determinants on employee motivation and their relationships with the effects of job satisfaction determinants on employee motivation in newly established organizations due to the lack of a sufficient number of studies that include individual and organizational factors affecting job satisfaction.

3.2. HYPOTHESES

H₁: Employees' positive evaluation of motivational tools increases their job satisfaction levels.

H₂: There is a difference between the gender of the employees and their job satisfaction levels.

H₃: There is a difference between the age of the employees and their job satisfaction levels.

H₄: There is a difference between employees' marital status and job satisfaction levels.

H₅: There is a difference between the education levels of the employees and their job satisfaction levels.

H₆: There is a difference between the working time of the employees in the organization and their job satisfaction levels.

H₇: There is a difference between the total length of service of the employees and their job satisfaction levels.

H₈: There is a relationship between employees' job satisfaction levels and motivation tools.

3.3. TYPE OF RESEARCH

Research; It is planned as a descriptive study in order to explain the effects of job satisfaction determinants on employee motivation in newly established organizations.

3.4. PLACE AND TIME OF THE RESEARCH

Izmir Katip Çelebi University, a newly established public university, was determined as the application area where the research was carried out and data collection was carried out between 27.05.2013 and 15.06.2013.

3.5. UNIVERSE OF THE RESEARCH

The universe of the research; Between the specified dates, Izmir Katip Çelebi University has a total of 439 personnel, 252 of whom are academic and 187 of whom are administrative.

3.6. SAMPLE OF THE RESEARCH

The research was intended to be carried out with 187 personnel working in administrative positions from different personnel groups; However, in the survey study, complete data were obtained from 107 personnel.

Sampling Criteria:

The personnel selected for the sample of the research are individuals who are over the age of 18, at least a high school graduate, do not have visual and hearing problems, can communicate verbally, can speak Turkish, work

administratively despite being academic staff, and **declare that they accept the Annex 1 Personnel Permission Form** on the web base.

Exclusion Criteria from the Sample:

Individuals who do not work administratively, who work in academic staff and who do not agree to participate in the study were not included in the study.

3.7. DATA COLLECTION TECHNIQUE

In the study, survey method was used to collect information about the job satisfaction of the employees. Job satisfaction is usually measured through surveys or interviews. Since the use of the interview method is a time-consuming method, the survey method is predominantly used in research on job satisfaction. The use of the survey method makes it possible to measure the results numerically and standardly, providing an advantage in terms of time. For this reason, survey method was used in our research.

In the literature review study, many questionnaires were found to measure job satisfaction. However, it was not found appropriate to use a standard survey study because the application was carried out in a public university and there were many employees in administrative positions with different personnel subject to the Higher Education Personnel Law No. 2914, the Civil Servants Law No. 657, the Law No. 4/C 5510 and the Law No. 4857. Therefore, in line with the purpose of the application, a questionnaire prepared in accordance with public universities in an administrative unit of the university was applied to a group of 12 people as a pilot study. As a result of this study, the intelligibility of the questionnaire indicators prepared by the individual was tested and accordingly, the necessary revisions were made to the questions that were not understood.

In the questionnaire, job satisfaction determinants and motivation tools were obtained as a result of the literature review and the questionnaire form in Annex 2 was prepared by creating indicators suitable for the parameters found. Accordingly, the determinants of job satisfaction (Table 1) and motivation tools (Table 2) are as follows:

Table 1: Determinants of Job Satisfaction

A) Individual Factors		B) Organizational Factors	Statement No
1. Demographic Characteristics	Statement No	a) Management Style	12
a) Gender	34	b) Nature and Difficulty Level of the Work	25
b) Age	35	c) Fee	24
c) Education Level	37	d) Colleagues	23
d) Marital Status	36	e) Communication	28
e) Work Experience	39	f) Physical Working Conditions and Occupational Safety	9
f) Uptime	38	g) Stress	16
2. Psycho-Social Characteristics		h) Organizational Culture	5
a) Needs and Expectations	10	i) Promotion and Advancement Opportunities	31
b) Success Motive	2		
c) A Sense of Appreciation	15		
d) Attitudes	22		
e) Performance	21		

Table 2: Motivational Tools

1. Psycho-Social Tools	Statement No	2. Organizational and Managerial Tools	Statement No
a) Independence in Work	8	a) Unity of Purpose	1
b) Social Status and Participation	18	b) Balance of Authority and Responsibility	4
c) Appreciation	15	c) Education	11
d) Development and Success	2	d) Participating in Decisions	13
e) Adaptation to the Environment	30	e) Job Security	26
f) Recommendation Systems	10	f) Communication System	28
g) Direct Interview with Superiors	14	g) Making Business Attractive	3
h) Psychological Reassurance	20	h) Physical Working Conditions	9
i) Social Activities	6	i) Business Enrichment	19
j) Delegation of Authority	12	j) Job Rotation	27
k) Consultancy Service	32	k) Teamwork	7
		l) Improvement of Physical Conditions	17
		m) Promotion and Career Development Opportunities	31
		n) Open Management Policy	30
		o) Fair and Continuous Discipline System	24

The survey study, the suitability of which was determined, was then carried out during the data collection phase; Individuals were asked to fill out the necessary forms through the webbase. Thus, since their credentials and IP addresses will not be recorded, it is ensured that they are objective in the responses to the survey.

3.8. DATA COLLECTION TOOL

The Effects of Job Satisfaction Determinants on Employee Motivation Questionnaire (Annex 2)

According to the literature review, in the questionnaire form created by the researcher; There are six questions that provide information about demographic data such as age, gender, marital status, educational status, working time in the institution and in total, and 32 statements for job

satisfaction determinants and motivation tools. In addition, there was an open-ended question that increased the motivation of the employees and allowed them to write about other factors that could not be included in the questionnaire. Accordingly, in the questionnaire, employees were asked to give appropriate answers to a total of 39 questions and statements.

Responses to 32 statements written for job satisfaction determinants and motivation tools were taken as 5-point Likert as “1- Strongly Disagree” and “5- Strongly Agree”.

3.9. IMPLEMENTATION OF THE DATA COLLECTION TOOL

The personnel working in the administrative services of Izmir Katip Çelebi University were asked to fill in the necessary forms by sending a link to their e-mail addresses on the web base, and the data collection processes were carried out between the specified dates.

3.10. VARIABLES OF THE RESEARCH

Dependent Variable: The dependent variable changes depending on the independent variable. The dependent variables of this research are job satisfaction determinants and motivation tools.

Independent Variable: An independent variable is a variable that affects the dependent variable and keeps it under control. The independent variable of the research is the socio-demographic characteristics of the employees.

3.11. EVALUATION AND ANALYSIS OF DATA

The collected data were evaluated through the Statistical Package for Social Sciences for Windows Version 16.0 (SPSS 16.0) program.

In order to examine the relationship between sociodemographic characteristics of individuals and job satisfaction determinants and motivation tools, number, percentage, chi-square, variance and t-test analyzes; For the analysis of job satisfaction scores, Pearson product of moments correlation was used.

With Pearson correlation analysis, the direction and strength of the relationship between variables are determined. The r value found as a result of the analysis is between -1 and +1. The absolute value of this correlation number indicates the strength of the relationship, and its sign indicates its direction. If both variables change in the same direction, that is, if one increases and the other increases, the sign of r is positive; If it changes in

the opposite direction, that is, if one increases and the other decreases, r takes a negative value (Dentist, 2012). If there is a positive exact relationship between the two variables, the correlation coefficient is +1, if there is a negative exact relationship, it is -1, and if there is no relationship, it is zero. In addition, the relationship between them is evaluated as follows (Sümbüloğlu and Sümbüloğlu, 2002):

0.00 – 0.49 = Weak relationship

0.50 – 1.00 = Strong / High correlation

3.12. ETHICAL ASPECT OF RESEARCH

Written permission was obtained from the Rectorate of Izmir Katip Çelebi University for the conduct of the research (Annex 3).

A survey link was sent to the employees who were included in the sample of the study. On the first page of this link, a cover letter containing the necessary explanations about the purpose and application method of the research was included, and they were asked to continue the survey if they gave their consent (Annex 1). Employees who did not read the cover letter and fill out the questionnaire were deemed to have refused to participate in the research and were not included in the research.

3.13. LIMITATIONS OF THE RESEARCH

Since the study should be carried out in a public institution and different measurement methods should be applied, limitations were created for some variables. A questionnaire form was developed in the form of ignoring the indicators of these limitations, job satisfaction determinants and motivation tools related characteristics or creating a common indicator. Accordingly; One of the determinants of job satisfaction; Personality structure, social personality of the individual, beliefs-values and intelligence were excluded from the scope of the survey because they can be determined by different measurement methods outside the field of study. In addition, economic tools such as wage increases, profit participation, economic rewards, premiums and social assistance/facilities are excluded from the scope of motivational tools because they are motivational tools that cannot be applied by public institutions within the scope of the relevant issues.

CHAPTER IV

RESULTS

4.1. FINDINGS ON SOCIODEMOGRAPHIC DATA OF INDIVIDUALS

Table 3: Distribution of Demographic Data of Individuals

Data	Frequency (n= 107)	Percentage (%)
Gender		
Woman	47	43,9
Male	60	56,1
Age		
20-24 years old	10	9,3
25-29 years old	27	25,2
30-34 years old	29	27,1
35-39 years old	18	16,8
40-44 years old	8	7,6
45 years and older	15	14,0
Marital Status		
Married	65	60,7
Single	40	37,4
Divorced / Spouse deceased	2	1,9
Education Level		
Primary	9	8,4
High school	13	12,1
Associate	16	15,0
License	60	56,1
Graduate	9	8,4
Duration of Employment in the Institution (months)		
0-4 months	9	8,4
5-9 months	20	18,7
10-14 months	26	24,3
15-19 months	31	29,0

Table 3: Distribution of Demographic Data of Individuals

Data	Frequency (n= 107)	Percentage (%)
Gender		
Woman	47	43,9
Male	60	56,1
Age		
20-24 years old	10	9,3
25-29 years old	27	25,2
30-34 years old	29	27,1
35-39 years old	18	16,8
40-44 years old	8	7,6
20-24 months	9	8,4
25 months and older	12	11,2
Total Working Time (years)		
Less than 1 year	12	11,2
1-5 years	35	32,7
6-10 years	21	19,6
11-15 years	11	10,3
16-20 years	9	8,4
20 years and above	19	17,8

According to the sociodemographic data of the individuals specified in Table 3; 43.9% were female and 56.1% were male; 9.3% were 20-24 years old, 25.2% were 25-29 years old, 27.1% were 30-34 years old, 16.8% were 35-39 years old, 7.5% were 40-44 years old and 14.0% were 45 years and over. It was determined that 60.7% of the individuals included in the study were married, 37.4% were single and 1.9% were divorced or their spouses died.

When the education levels of the individuals participating in the research were examined; It was observed that 8.4% were graduate graduates, 56.1% were undergraduate, 15.0% were associate degree, 12.1% were high school graduates and 8.4% were primary education graduates. In addition; It was determined that 8.4% of them worked for 0-4 months, 18.7% for 5-9 months, 24.3% for 10-14 months, 29.0% for 15-19 months, 8.4% for 20-24 months and 11.2% for more than 25 months. Individuals who agreed to participate in the study; 11.2% of them were in working life for less than 1 year, 32.7% for 1-5 years, 19.6% for 6-10 years, 10.3% for 11-15 years, 8.4% for 16-20 years and 17.8% for more than 20 years.

4.2. FINDINGS ON JOB SATISFACTION OF INDIVIDUALS

Table 4: Assessment of Individuals' Comfort in Collaborating with Colleagues

I am comfortable collaborating with my colleagues.	Frequency (n)	Percentage (%)
Strongly disagree	11	10,3
I disagree	6	5,6
Neither Agree nor Disagree	12	11,2
Agree	49	45,8
Strongly agree	29	27,1
Sum	107	100,0

When it was evaluated whether the individuals included in the study were comfortable in collaborative work with their colleagues (Table 4); It was observed that 72.9% were comfortable (the sum of the “strongly agree” and “Agree” answers), 15.9% were not comfortable (the sum of the “strongly disagree” and “Disagree” responses) and 11.2% were undecided.

Table 5: Individuals' Levels of Self-Success in the Organization

I consider myself successful in this institution.	Frequency (n)	Percentage (%)
Strongly disagree	8	7,5
I disagree	4	3,7
Neither agree nor disagree	16	15,0
Agree	43	40,2
Strongly agree	36	33,6
Sum	107	100,0

As can be seen in Table 5, 73.8% of the individuals included in the study stated that they saw themselves successful in the institution, 11.2% stated that they saw themselves as unsuccessful and 15.0% stated that they were undecided about this issue.

Table 6: Individuals’ Evaluations of Their Willingness to Choose the Same Job

If I had to get a job again, I would choose this job again.	Frequency (n)	Percentage (%)
Strongly disagree	8	7,5
I disagree	13	12,1
Neither agree nor disagree	29	27,1
Agree	35	32,7
Strongly agree	22	20,6
Sum	107	100,0

When the willingness of the individuals included in the study to choose to get the same job again in case they get a job again is evaluated; It was determined that 52.7% wanted the same job, 19.6% wanted a different job and 27.1% were undecided.

Table 7: Individuals’ Evaluations of the Distribution of Powers and Responsibilities

In my institution, powers and responsibilities are distributed evenly according to positions.	Frequency (n)	Percentage (%)
Strongly disagree	23	21,5
I disagree	20	18,7
Neither agree nor disagree	31	29,0
Agree	24	22,4
Strongly agree	9	8,4
Sum	107	100,0

The responses to the statement “Powers and responsibilities in my institution are evenly distributed according to positions” are shown in Table 7. Accordingly; 30.8% of individuals agreed with this statement and 40.2% disagreed. 29.0% stated that they were undecided about this statement.

Table 8: Evaluation of the Adoption and Sharing of Basic Values and Rules in the Institution by Everyone

The basic values and rules in the organization are adopted and shared by everyone.	Frequency (n)	Percentage (%)
Strongly disagree	11	10,3
I disagree	16	15,0
Neither agree nor disagree	28	26,2
Agree	40	37,3
Strongly agree	12	11,2
Sum	107	100,0

Individuals included in the study; 48.5% agreed and 25.3% did not agree with the statement “The basic values and rules in the institution are adopted and shared by everyone”. 26.2% stated that they were undecided about this statement.

Table 9: Evaluation of the Adequacy of Social Activities in the Institution

I find the social activities held in the institution sufficient.	Frequency (n)	Percentage (%)
Strongly disagree	16	15,0
I disagree	32	29,9
Neither agree nor disagree	24	22,4
Agree	26	24,3
Strongly agree	9	8,4
Sum	107	100,0

Individuals included in the study; 32.7% agreed and 44.9% did not agree with the statement “I find the social activities held in the institution sufficient”. 22.4% stated that they were undecided about this statement.

Table 10: Evaluation of Happiness of Working in the Same Team with Colleagues

I am happy to work in the same team with my colleagues.	Frequency (n)	Percentage (%)
Strongly disagree	8	7,5
I disagree	8	7,5
Neither agree nor disagree	21	19,6
Agree	44	41,1
Strongly agree	26	24,3
Sum	107	100,0

Individuals included in the study; “I am happy to work in the same team with my colleagues” was agreed by 65.4% and 15.0% disagreed. 19.6% stated that they were undecided about this statement.

Table 11: Assessment of the provision of a free working environment while performing their duties

A free working environment is provided while fulfilling my duties.	Frequency (n)	Percentage (%)
Strongly disagree	13	12,1
I disagree	11	10,3
Neither agree nor disagree	17	15,9
Agree	43	40,2
Strongly agree	23	21,5
Sum	107	100,0

Individuals included in the study; 61.7% agreed and 22.4% did not agree with the statement “A free working environment is provided while fulfilling my duty”. 15.9% stated that they were undecided for this statement.

Table 12: Assessment of Employees’ Ability to Have the Necessary Tools and Equipment to Do Their Jobs Correctly

I have the necessary tools and equipment to do my job correctly.	Frequency (n)	Percentage (%)
Strongly disagree	12	11,2
I disagree	10	9,3
Neither agree nor disagree	17	15,9
Agree	50	46,8
Strongly agree	18	16,8
Sum	107	100,0

Individuals included in the study; “I have the necessary tools and equipment to do my job correctly.” 63.6% agreed and 20.5% did not agree. 15.9% stated that they were undecided about this statement.

Table 13: Evaluation of Management’s Emphasis on Employees’ Views and Thoughts on Work

Management cares about my views and thoughts about work.	Frequency (n)	Percentage (%)
Strongly disagree	13	12,1
I disagree	11	10,3
Neither agree nor disagree	22	20,6
Agree	46	43,0
Strongly agree	15	14,0
Sum	107	100,0

Individuals included in the study; 57.0% agreed with the statement “Management attaches importance to my views and thoughts about the job” and 22.4% stated that they disagreed. On the other hand, 20.6% stated that they were undecided about this statement.

Table 14: Evaluation of the Institution’s Provision of Necessary Training to Its Employees for the Job

The institution I work for provides the necessary training for the job.	Frequency (n)	Percentage (%)
Strongly disagree	11	10,3
I disagree	32	29,9
Neither agree nor disagree	31	29,0
Agree	24	22,4
Strongly agree	9	8,4
Sum	107	100,0

Individuals included in the study; 30.8% agreed with the statement “The institution I work for provides the necessary training for the job”; It was determined that 40.2% did not agree and 29.0% were undecided for this statement.

Table 15: Management’s Assessment of Giving Employees the Necessary Powers and Responsibilities to Perform Their Duties

The management gives me the necessary authority and responsibility to do the job.	Frequency (n)	Percentage (%)
Strongly disagree	13	12,1
I disagree	14	13,1
Neither agree nor disagree	14	13,1
Agree	51	47,7
Strongly agree	15	14,0
Sum	107	100,0

Individuals included in the study; 61.7% agreed and 25.2% did not agree with the statement “The management gives me the necessary authority and responsibility to do the job”. 13.1% stated that they were undecided about this statement.

Table 16: Management’s Assessment of Employees’ Participation in Decisions Regarding the Work to be Done

It is ensured that employees participate in the decisions to be taken regarding the work they will do.	Frequency (n)	Percentage (%)
Strongly disagree	16	15,0
I disagree	19	17,7
Neither agree nor disagree	25	23,4
Agree	35	32,7
Strongly agree	12	11,2
Sum	107	100,0

Individuals included in the study; 43.9% stated that they agreed with this statement, 32.7% stated that they did not agree; On the other hand, 23.4% stated that they were undecided.

Table 17: Evaluation of Employees’ Ability to Meet with Their Superiors at Any Time

I have the opportunity to meet with my superiors whenever I want.	Frequency (n)	Percentage (%)
Strongly disagree	5	4,7
I disagree	8	7,5
Neither agree nor disagree	15	14,0
Agree	49	45,8
Strongly agree	30	28,0
Sum	107	100,0

Individuals included in the study; “I have the opportunity to meet with my superiors whenever I want.” 73.8% agree and 12.2% disagree. 14.0% state that they are undecided for this statement.

Table 18: Assessment of Management Recognition of Employee Achievements

My achievements are appreciated by the management.	Frequency (n)	Percentage (%)
Strongly disagree	13	12,1
I disagree	19	17,8
Neither agree nor disagree	27	25,2
Agree	33	30,8
Strongly agree	15	14,1
Sum	107	100,0

Individuals included in the study; 44.9% agreed with the statement “My achievements are appreciated by the management” and 29.9% did not agree. 25.2% stated that they were undecided about this statement.

Table 19: Assessment of the Stressful Working Environment in the Institution

There is a stressful working environment in my institution.	Frequency (n)	Percentage (%)
Strongly disagree	19	17,8
I disagree	29	27,1
Neither agree nor disagree	20	18,7
Agree	30	28,0
Strongly agree	9	8,4
Sum	107	100,0

Individuals included in the study; 36.4% agreed with the statement “There is a stressful working environment in my institution” and 44.9% did not agree. 18.7% stated that they were undecided about this statement.

Table 20: Assessment of a Good Working Environment in the Institution

A good working environment is provided in my institution.	Frequency (n)	Percentage (%)
Strongly disagree	15	14,0
I disagree	12	11,2
Neither agree nor disagree	29	27,1
Agree	37	34,6
Strongly agree	14	13,1
Sum	107	100,0

While 47.7% of the individuals agreed with the statement “A good working environment is provided in my institution”, 25.2% did not agree. 27.1% were undecided for this statement.

Table 21: Assessment of the Employee’s Job Providing him with a Respectable Status in Society

My job provides me with a respectable status in society.	Frequency (n)	Percentage (%)
Strongly disagree	11	10,3
I disagree	12	11,2
Neither agree nor disagree	29	27,1
Agree	34	31,8
Strongly agree	21	19,6
Sum	107	100,0

Individuals included in the study; 51.4% agreed with the statement “My job provides me with a respectable status in society” and 21.4% did not agree. 27.1% stated that they were undecided for this statement.

Table 22: Assessment of Job Diversity in the Organization

Since the day I started the institution, my job diversity has increased.	Frequency (n)	Percentage (%)
Strongly disagree	6	5,6
I disagree	4	3,8
Neither agree nor disagree	19	17,8
Agree	39	36,4
Strongly agree	39	36,4
Sum	107	100,0

Individuals included in the study; 72.8% agreed and 9.4% did not agree with the statement “My job diversity has increased since the day I started the institution”. 17.8% stated that they were undecided about this statement.

Table 23: Assessment of Employee’s Sense of Belonging

I feel like I belong here.	Frequency (n)	Percentage (%)
Strongly disagree	12	11,2
I disagree	5	4,7
Neither agree nor disagree	27	25,2
Agree	31	29,0
Strongly agree	32	29,9
Sum	107	100,0

Individuals included in the study; “I feel like I belong here” was answered by 58.9% of the respondents and 15.9% disagreed; It was determined that 25.2% were undecided about this statement.

Table 24: Evaluation of the Effect of Working Conditions on Work Productivity in the Institution

Working conditions increase productivity in my work.	Frequency (n)	Percentage (%)
Strongly disagree	12	11,2
I disagree	18	16,8
Neither agree nor disagree	29	27,1
Agree	26	24,3
Strongly agree	22	20,6
Sum	107	100,0

Individuals included in the study; 44.9% agreed with the statement “Working conditions increase productivity in my work”, 28.0% disagreed and 27.1% stated that they were undecided about this statement.

Table 25: Evaluation of the Employee's Satisfaction with Working in the Organization

I am glad to work in this institution.	Frequency (n)	Percentage (%)
Strongly disagree	6	5,6
I disagree	6	5,6
Neither agree nor disagree	27	25,3
Agree	35	32,7
Strongly agree	33	30,8
Sum	107	100,0

Individuals included in the study; 63.5% agree with the statement “I am happy to work in this institution” and 11.2% disagree. 25.3% state that they are undecided about this statement.

Table 26: Employee's Assessment of the Knowledge and Equipment of Colleagues in the Same Unit

I think that my colleagues in the same unit have sufficient knowledge and equipment.	Frequency (n)	Percentage (%)
Strongly disagree	9	8,3
I disagree	14	13,1
Neither agree nor disagree	31	29,0
Agree	34	31,8
Strongly agree	19	17,8
Sum	107	100,0

Individuals included in the study; 49.6% agreed and 21.4% did not agree with the statement “I think that my colleagues with whom I work in the same unit have sufficient knowledge and equipment.” 29.0% stated that they were undecided about this statement.

Table 27: Employee's Assessment of the Wage System

I find the wage system fair and consistent.	Frequency (n)	Percentage (%)
Strongly disagree	33	30,8
I disagree	21	19,6
Neither agree nor disagree	24	22,5
Agree	21	19,6
Strongly agree	8	7,5
Sum	107	100,0

Individuals included in the study; 27.1% agreed with the statement “I find the wage system fair and consistent” and 50.4% did not agree. 22.5% stated that they were undecided about this statement.

Table 28: Employee's Assessment of Finding the Job Suitable for Himself

What I do; I find it suitable for my education, knowledge and abilities.	Frequency (n)	Percentage (%)
Strongly disagree	12	11,2
I disagree	9	8,4
Neither agree nor disagree	16	15,0
Agree	41	38,3
Strongly agree	29	27,1
Sum	107	100,0

Individuals included in the study; "What I do; I find it suitable for my education, knowledge and abilities." 65.4% agreed, 19.6% disagreed, and 15.0% stated that they were undecided for this statement.

Table 29: Employee's Assessment of Pension and Health Insurance Opportunities

I find the pension and health insurance opportunities sufficient.	Frequency (n)	Percentage (%)
Strongly disagree	18	16,8
I disagree	18	16,8
Neither agree nor disagree	21	19,7
Agree	36	33,6
Strongly agree	14	13,1
Sum	107	100,0

Individuals included in the study; While 46.7% agreed with the statement "I find pension and health insurance opportunities sufficient"; 33.6% did not participate. 19.7% stated that they were undecided about this statement.

Table 30: Employee's Evaluation of Rotation (Change of Duty) in the Unit

In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	Frequency (n)	Percentage (%)
Strongly disagree	13	12,2
I disagree	30	28,0
Neither agree nor disagree	41	38,3
Agree	15	14,0
Strongly agree	8	7,5
Sum	107	100,0

Individuals included in the study; 21.5% agreed, 40.2% disagreed and 37.3% stated that they were undecided about this statement.

Table 31: Employee's Assessment of Colleagues' Communication Levels

The communication between me and my friends in the institution where I work is good.	Frequency (n)	Percentage (%)
Strongly disagree	4	3,7
I disagree	4	3,7
Neither agree nor disagree	15	14,1
Agree	51	47,7
Strongly agree	33	30,8
Sum	107	100,0

Individuals included in the study; 78.5% agreed and 7.4% did not agree with the statement "Communication between me and my friends in the institution I work for is good". 14.1% stated that they were undecided about this statement.

Table 32: Assessment of the Management's Provision of Necessary Support to the New Entrants in the Adaptation Process

The management provides the necessary support to the new joiners in the process of adaptation to the environment.	Frequency (n)	Percentage (%)
Strongly disagree	12	11,2
I disagree	9	8,4
Neither agree nor disagree	31	29,0
Agree	40	37,4
Strongly agree	15	14,0
Sum	107	100,0

Individuals included in the study; 51.4% agreed with the statement "The management provides the necessary support to the new participants in the process of adaptation to the environment", 19.6% did not agree and 29.0% stated that they were undecided for this statement.

Table 33: Evaluation of Sharing the Corporate Policy with Employees

The corporate policy is shared with the employees.	Frequency (n)	Percentage (%)
Strongly disagree	16	15,0
I disagree	19	17,8
Neither agree nor disagree	31	29,0
Agree	29	27,0
Strongly agree	12	11,2
Sum	107	100,0

Individuals included in the study; 38.2% agree with the statement "Corporate policy is shared with employees" and 32.8% disagree. 29% state that they are undecided about this statement.

Table 34: Assessment of the Employee’s Chances of Promotion in the Organization

I have a pretty good chance of getting promoted in my organization.	Frequency (n)	Percentage (%)
Strongly disagree	18	16,8
I disagree	29	27,2
Neither agree nor disagree	36	33,6
Agree	12	11,2
Strongly agree	12	11,2
Sum	107	100,0

Individuals included in the study; 22.4% agreed with the statement “I have a very good chance of being promoted in my organization”, 44% disagreed and 33.6% stated that they were undecided about this statement.

Table 35: Assessment of the Employee’s Ability to Consult Superiors

I can consult my superiors on how to do the tasks assigned to me.	Frequency (n)	Percentage (%)
Strongly disagree	10	9,3
I disagree	5	4,7
Neither agree nor disagree	17	15,9
Agree	49	45,8
Strongly agree	26	24,3
Sum	107	100,0

Individuals included in the study; 71.1% agreed with the statement “I can consult my superiors on how to do the work assigned to me” and 14.0% did not agree. 15.9% stated that they were undecided for this statement.

4.3. FINDINGS ON THE CORRELATION BETWEEN MOTIVATIONAL TOOLS AND JOB SATISFACTION LEVEL

Table 36: Correlation Analysis Between Tools That Increase Motivation and Job Satisfaction Level

Motivational Tool	Pearson Correlation	p
Unity of Purpose	0,69	0,00
Success Motive	0,60	
Making Business Attractive	0,71	
Balance of Authority and Responsibility	0,65	
Development and Success	0,71	
Social Activities	0,49	
Teamwork	0,69	
Independence in Work	0,75	
Physical Working Conditions	0,60	
Recommendation Systems	0,76	
Education	0,64	
Delegation of Authority	0,73	
Participating in Decisions	0,74	
Direct Interview with Superiors	0,65	
Appreciation	0,75	
Stress	-0,12 (*)	
Improvement of Physical Conditions	0,80	
Social Status	0,73	
Business Enrichment	0,51	
Psychological Reassurance	0,80	
Physical Working Conditions and Occupational Safety	0,79	
Colleagues	0,69	
Fee	0,52	
Nature and Difficulty Level of the Work	0,56	
Job Security	0,47	
Job Rotation	0,50	
Communication	0,73	
Adaptation to the Environment	0,76	
Open Management Policy	0,73	
Promotion and Career Development Opportunities	0,63	
Consultancy Service	0,76	
* p > 0.05		

Table 36 shows the correlation analysis between the tools that increase motivation and the level of job satisfaction. Accordingly, it was determined that there was a positive relationship between the tools that increase motivation and job satisfaction in general. When the relationship between unity of purpose, success motive, authority and responsibility, teamwork, physical working conditions, education, direct interview with superiors,

job enrichment, colleagues, wages, nature and difficulty level of work, job rotation, promotion and career development opportunities and job satisfaction is examined; that there is a positive and moderate relationship; It has been determined that as individuals' positive evaluations on these issues increase, their job satisfaction levels also increase.

There is a high positive relationship between job attractiveness, development and success tool, independence in work, suggestion systems, delegation of authority, participation in decisions, appreciation, improvement of physical conditions, social status and participation, psychological security, physical working conditions and occupational safety, communication, adaptation to the environment, open management policy and consultancy service and job satisfaction; It has been observed that the level of job satisfaction increases with the positive evaluations of the employees.

On the other hand, it was concluded that there was a weak positive relationship between social activities and job security and job satisfaction. In addition, there was a very weak negative relationship between stress and job satisfaction; It has been determined that as the stress status of the employees increases, their job satisfaction levels decrease.

In this context; Although the H1 hypothesis is accepted except for the stressor, it should be taken into account that there are also weak relationships ($r < 0.50$) in the correlation coefficient in other instruments.

**4.4. FINDINGS ON THE EFFECT OF
SOCIODEMOGRAPHIC CHARACTERISTICS OF
EMPLOYEES ON JOB SATISFACTION LEVEL**

Table 37: Evaluation Between Employees' Gender and Job Satisfaction Level

Gender		N	Average	Standard deviation	t Value	p-Value
Job Satisfaction Level	Woman	47	2,46	0,62	2,60	0,01
	Male	60	2,15	0,63		

In this analysis, it is questioned whether there is a significant difference between the job satisfaction levels of male and female employees. The arithmetic mean of the evaluations of the female employees about their job satisfaction levels was found to be 2.46 ± 0.62 , and the arithmetic mean of the evaluations of the male employees about the job satisfaction level was found to be 2.15 ± 0.63 . When the results of the analysis were examined, it was revealed that there was a significant difference between the job

satisfaction levels of male and female employees ($t= 2.60$, $p= 0.01$). Thus, the H_2 hypothesis is supported.

Table 38: Evaluation Between Age Groups and Job Satisfaction Levels of Employees

Age Groups	N	Average	Standard deviation
20 - 24 years	10	2,70	0,48
25 - 29 years	27	2,29	0,72
30 - 34 years	29	2,37	0,56
35 - 39 years	18	2,11	0,58
40 - 44 years	8	2,25	0,46
45 years and older	15	2,06	0,79
Sum	107	2,28	0,64

When the age groups and job satisfaction levels of the employees in the institution are examined; The average job satisfaction level of those in the 20-24 age group was 2.70 ± 0.48 ; The average level of those in the 25-29 age group was 2.29 ± 0.72 ; It is seen that the average of those in the 30-34 age group is 2.37 ± 0.56 , and the average of those between the ages of 35 and 39 is 2.11 ± 0.58 . While the average job satisfaction score of the employees in the 40-44 age group was 2.25 ± 0.46 ; The average score of employees aged 45 and over is 2.06 ± 0.79 . Considering the score averages; It is seen that the average job satisfaction score is higher in the 40-44 age group and lower in the 45 and over age group. Analysis of variance was performed to determine whether there was a significant difference between job satisfaction levels; the results are given in Table 36.

Table 39: Analysis of Variance on Average Job Satisfaction Level of Employees by Age Groups

Source of Variance	KT	Sd	KO	F	P-Value
Between Groups	3,25	5	0,65	1,61	0,16
In Groups	40,76	101	0,40		
Sum	44,01	106			

KT: Sum of squares, Sd: Class value, KO: Mean of squares

As a result of the total analysis of variance, the F value was found to be 1.61 and the p value was 0.16 for job satisfaction levels. Accordingly, it was observed that the difference between the groups was not statistically significant. Thus, the H^3 hypothesis was rejected.

Table 40: Evaluation Between Employees’ Marital Status and Job Satisfaction Levels

Marital Status	N	Average	Standard deviation
Married	65	2,26	0,64
Celibate	40	2,35	0,66
Divorced / Spouse Dead	2	2,00	0,00
Sum	107	2,28	0,64

When the marital status and job satisfaction levels of the employees in the institution were examined, it was found that the average job satisfaction level of those who were married was 2.26 ± 0.64 ; The average of those who were single was 2.35 ± 0.66 and the average of those who were divorced/whose spouse died was 2.00 ± 0.00 It is seen that it is. Considering the average job satisfaction level; It is seen that those who are single have higher levels of job satisfaction and those who are divorced/whose spouse has died are lower. Analysis of variance was performed to determine whether there was a significant difference between the level averages; the results are given in Table 41.

Table 41: Analysis of Variance on Job Satisfaction Level Averages of Employees According to Marital Status

Source of Variance	KT	Sd	KO	F	P-Value
Between Groups	0,36	2	0,18	0,43	0,64
In Groups	43,65	104	0,42		
Sum	44,01	106			

KT: Sum of squares, Sd: Class value, KO: Mean of squares

According to the results of the total analysis of variance, the F value of the mean job satisfaction level was found to be 0.43 and the p value was found to be 0.64. Accordingly, it was seen that the difference between the groups was not statistically significant and the H^4 hypothesis was rejected.

Table 42: Evaluation Between Employees' Educational Status and Job Satisfaction Levels

Education Status	N	Average	Standard deviation
Primary	9	2,11	0,60
High school	13	2,38	0,65
Associate	16	2,56	0,51
License	60	2,23	0,67
Graduate	9	2,22	0,66
Sum	107	2,28	0,64

When we look at the average job satisfaction level according to the educational status of the employees; The average job satisfaction level of those with associate degree degrees is the highest with 2.56 ± 0.51 . It; $2.38 \pm$ followed by high school graduate with an average of 0.65, undergraduate graduate with 2.23 ± 0.67 , graduate graduate with 2.22 ± 0.66 and primary education graduate with 2.11 ± 0.60 . The results of the analysis of variance to determine whether there is a significant difference between the mean level of education and job satisfaction level are shown in Table 43.

Table 43: Analysis of Variance on Average Job Satisfaction Level of Employees by Education Level

Source of Variance	KT	Sd	KO	F	p-Value
Between Groups	1,82	4	0,45	1,10	0,35
In Groups	42,19	102	0,41		
Sum	44,01	106			

KT: Sum of squares, Sd: Class value, KO: Mean of squares

According to the results of the total analysis of variance, the F value of the mean job satisfaction level was found to be 1.10 and the p value was found to be 0.35. Accordingly, it was seen that the difference between the groups was not statistically significant and the H5 hypothesis was rejected.

Table 44: Evaluation Between Employees’ Service Hours in the Organization and Job Satisfaction Levels

Length of Service in the Institution	N	Average	Standard deviation
0 - 4 months	9	2,44	0,72
5 - 9 months	20	2,60	0,59
10 - 14 months	26	2,23	0,65
15 - 19 months	31	2,22	0,49
20 - 24 months	9	2,33	0,70
25 months and older	12	1,91	0,79
Sum	107	2,28	0,64

When the job satisfaction scores of the employees are analyzed according to the length of service in the institution; While the average job satisfaction score of the employees for 5-9 months was 2.60 ± 0.59 ; The average of those who have been working in this institution for 0 – 4 months is 2.44 ± 0.72 ; The average job satisfaction level of the employees for 20-24 months is 2.33 ± 0.70 . The mean job satisfaction scores of those who have served in the institution for 10 – 14 months, 15 – 19 months and more than 25 months were 2.23 ± 0.65 , respectively; 2.22 ± 0.49 and 1.91 ± 0.79 . The results of the analysis of variance performed to determine whether there is a significant difference between working hours and job satisfaction levels in the institution are shown in Table 45.

Table 45: Analysis of Variance on the Average Job Satisfaction Level of Employees by Length of Service in the Organization

Source of Variance	KT	Sd	KO	F	p-Value
Between Groups	4,04	5	0,80	2,04	0,79
In Groups	39,97	101	0,39		
Sum	44,01	106			

KT: Sum of squares, Sd: Class value, KO: Mean of squares

According to the results of the total analysis of variance, the F value of the mean job satisfaction level was found to be 2.04 and the p value was found to be 0.79. Accordingly, it was seen that the difference between the groups was not statistically significant and the H6 hypothesis was rejected.

Table 46: Evaluation Between Employees' Total Service Hours and Job Satisfaction Levels

Total Service Time	N	Average	Standard deviation
Less than 1 year	12	2,41	0,79
1 - 5 year	35	2,31	0,58
6 - 10 year	21	2,28	0,56
11 - 15 years	11	2,54	0,52
16 - 20 years	9	2,22	0,44
20 years and above	19	2,05	0,84
Sum	107	2,28	0,64

When the job satisfaction levels of the employees are analyzed according to their total service period; While the average job satisfaction level of employees for 11 - 15 years was 2.54 ± 0.52 ; The average of those who have been working for less than 1 year is 2.41 ± 0.79 ; The average level of those who have been working for 1 - 5 years is 2.31 ± 0.58 . The mean job satisfaction level of individuals who have been working for 6 - 10 years is 2.28 ± 0.56 ; The average level of those who have worked for 16 – 20 years is 2.22 ± 0.44 , and the average level of those who have been working for more than 20 years is 2.05 ± 0.84 . The results of the analysis of variance performed to determine whether there is a significant difference between the total working hours of individuals and the mean job satisfaction level are shown in Table 47.

Table 47: Analysis of Variance on Average Job Satisfaction Level of Employees by Total Service Time

Source of Variance	KT	Sd	KO	F	p-Value
Between Groups	2,04	5	0,40	0,98	0,43
In Groups	41,97	101	0,41		
Sum	44,01	106			

KT: Sum of squares, Sd: Class value, KO: Mean of squares

According to the results of the total analysis of variance, the F value of the mean job satisfaction level was found to be 0.98 and the p value was found to be 0.43. Accordingly, it was seen that the difference between the groups was not statistically significant and the H7 hypothesis was rejected.

4.5. JOB SATISFACTION LEVELS ACCORDING TO SOCIODEMOGRAPHIC CHARACTERISTICS OF EMPLOYEES

Table 48: Job Satisfaction Levels of Employees by Gender

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points – Low	Between 76 and 115 points – Medium	116 points and above - High	
Gender	Woman	Number	3	19	25	47
		% in the group	% 6,4	% 40,4	% 53,2	% 100,0
		% in Job Satisfaction Level	% 27,3	% 35,2	% 59,5	% 43,9
	Male	Number	8	35	17	60
		% in the group	% 13,3	% 58,3	% 28,3	% 100,0
		% in Job Satisfaction Level	% 72,7	% 64,8	% 40,5	% 56,1
SUM		Number	11	54	42	107
		% in the group	% 10,3	% 50,5	% 39,3	% 100,0
		% in Job Satisfaction Level	% 100,0	% 100,0	% 100,0	% 100,0
Pearson Chi-Square = 0.02						

When the job satisfaction levels of the individuals included in the study were examined according to their gender, it was determined that 53.2% of women (N=47) and 28.3% of men (N=60) had high job satisfaction levels. In addition, it was observed that 6.4% of women and 13.3% of men had low levels of job satisfaction, so the difference between job satisfaction levels by gender was significant ($\chi^2 = 0.02$; $p < 0.05$).

Table 49: Job Satisfaction Levels of Employees by Age Groups

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points - Low	Between 76 and 115 points – Medium	116 points and above - High	
Age	20-24 years old	Number	0	3	7	10
		% in age	0.0%	30.0%	70.0%	100.0%
		% in Job Satisfaction Level	0.0%	5.6%	16.7%	9.3%
	25-29 years old	Number	4	11	12	27
		% in age	14.8%	40.7%	44.4%	100.0%
		% in Job Satisfaction Level	36.4%	20.4%	28.6%	25.2%
	30-34 years old	Number	1	16	12	29
		% in age	3.4%	55.2%	41.4%	100.0%
		% in Job Satisfaction Level	9.1%	29.6%	28.6%	27.1%
	35-39 years old	Number	2	12	4	18
		% in age	11.1%	66.7%	22.2%	100.0%
		% in Job Satisfaction Level	18.2%	22.2%	9.5%	16.8%
	40-44 years old	Number	0	6	2	8
		% in age	0.0%	75.0%	25.0%	100.0%
		% in Job Satisfaction Level	0.0%	11.1%	4.8%	7.5%
	45 years and older	Number	4	6	5	15
		% in age	26.7%	40.0%	33.3%	100.0%
		% in Job Satisfaction Level	36.4%	11.1%	11.9%	14.0%
	SUM	Number	11	54	42	107
		% in age	10.3%	50.5%	39.3%	100.0%
		% in Job Satisfaction Level	100.0%	100.0%	100.0%	100.0%
<i>Pearson Chi-Square = 0.10</i>						

When the job satisfaction levels of the individuals included in the study were examined according to their age; It was observed that there was no significant difference between job satisfaction levels according to age ($\chi^2 = 0.10$; $p > 0.05$).

Table 50: Job Satisfaction Levels of Employees by Marital Status

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points - Low	Between 76 and 115 points - Medium	116 points and above - High	
Marital Status	Married	Number	7	34	24	65
		% in marital status	10.8%	52.3%	36.9%	100.0%
		% in Job Satisfaction Level	63.6%	% 63.0	57.1%	60.7%
	Single	Number	4	18	18	40
		% in marital status	10.0%	% 45.0	% 45.0	100.0%
		% in Job Satisfaction Level	36.4%	33.3%	42.9%	37.4%
	Divorced/ Spouse Dead	Number	0	2	0	2
		% in marital status	0.0%	100.0%	0.0%	100.0%
		% in Job Satisfaction Level	0.0%	3.7%	0.0%	1.9%
SUM		Number	11	54	42	107
		% in marital status	10.3%	50.5%	39.3%	100.0%
		% in Job Satisfaction Level	100.0%	100.0%	100.0%	100.0%
Pearson Chi-Square = 0.61						

When the job satisfaction levels of the individuals included in the study were examined according to their marital status, it was determined that 52.3% of the married (N=65) and 45.0% of the single (N=40) had a moderate level of job satisfaction. It was observed that there was no significant difference between the job satisfaction levels of the individuals according to their marital status ($X^2=0.61$; $p > 0.05$).

Table 51: Job Satisfaction Levels of Employees According to Their Educational Status

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points - Low	Between 76 and 115 points – Medium	116 points and above - High	
Education	Primary	Number	1	6	2	9
		% in education	% 11,1	% 66,7	% 22,2	% 100,0
		Job Satisfaction D. %	% 9,1	% 11,1	% 4,8	% 8,4
	High school	Number	1	6	6	13
		% in education	% 7,7	% 46,2	% 46,2	% 100,0
		Job Satisfaction D. %	% 9,1	% 11,1	% 14,3	% 12,1
	Associate	Number	0	7	9	16
		% in education	% 0,0	% 43,8	% 56,2	% 100,0
		Job Satisfaction D. %	% 0,0	% 13,0	% 21,4	% 15,0
	License	Number	8	30	22	60
		% in education	% 13,3	% 50,0	% 36,7	% 100,0
		Job Satisfaction D. %	% 72,7	% 55,6	% 52,4	% 56,1
	Graduate	Number	1	5	3	9
		% in education	% 11,1	% 55,6	% 33,3	% 100,0
		Job Satisfaction D. %	% 9,1	% 9,3	% 7,1	% 8,4
SUM		Number	11	54	42	107
		% in education	% 10,3	% 50,5	% 39,3	% 100,0
		Job Satisfaction D. %	% 100,0	% 100,0	% 100,0	% 100,0
<i>Pearson Chi-Square = 0.73</i>						

When the job satisfaction levels of the individuals included in the study were examined according to their educational status; 50.0% of those with a bachelor's degree (N=60) stated that they had a medium level of job satisfaction; 36.7% stated that they had a high level of job satisfaction. 56.2% of those who graduated from associate degree (N= 16) stated that they had a high level of job satisfaction. It was observed that there was no significant difference between the job satisfaction levels of the individuals according to their educational status ($X^2=0.73$; $p > 0.05$).

Table 52: Job Satisfaction Levels of Employees According to Their Working Time in the Organization

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points - Low	Between 76 and 115 points - Medium	116 points and above - High	
Duration of Employment in the Institution	0-4 months	Number	1	3	5	9
		Play in the institution. Drive. % in	% 11,1	% 33,3	% 55,6	% 100,0
		% in Job Satisfaction Level	% 9,1	% 5,6	% 11,9	% 8,4
	5-9 months	Number	1	6	13	20
		Play in the institution. Drive. % in	% 5,0	% 30,0	% 65,0	% 100,0
		% in Job Satisfaction Level	% 9,1	% 11,1	% 31,0	% 18,7
	10-14 months	Number	3	14	9	26
		Play in the institution. Drive. % in	% 11,5	% 53,8	% 34,6	% 100,0
		% in Job Satisfaction Level	% 27,3	% 25,9	% 21,4	% 24,3
	15-19 months	Number	1	22	8	31
		Play in the institution. Drive. % in	% 3,2	% 71,0	% 25,8	% 100,0
		% in Job Satisfaction Level	% 9,1	% 40,7	% 19,0	% 29,0
	20-24 months	Number	1	4	4	9
		Play in the institution. Drive. % in	% 11,1	% 44,4	% 44,4	% 100,0
		% in Job Satisfaction Level	% 9,1	% 7,4	% 9,5	% 8,4
	25 months and Over	Number	4	5	3	12
		Play in the institution. Drive. % in	% 33,3	% 41,7	% 25,0	% 100,0
		% in Job Satisfaction Level	% 36,4	% 9,3	% 7,1	% 11,2
SUM		Number	11	54	42	107
		Play in the institution. Drive. % in	% 10,3	% 50,5	% 39,3	% 100,0
		% in Job Satisfaction Level	% 100,0	% 100,0	% 100,0	% 100,0
Pearson Chi-Square = 0.03						

When the job satisfaction levels of the individuals included in the study are examined according to their working time in the institution; 55.6% of

those who have been working for 0 – 4 months; 65.0% of those who have been working for 5 – 9 months have a high level of job satisfaction; 53.8% of those who have been working for 10-14 months; It was determined that 71.0% of the employees who worked for 15-19 months had a moderate level of job satisfaction. It was observed that the difference between the job satisfaction levels of the individuals according to the working time in the institution was significant ($X^2 = 0.03$; $p < 0.05$).

Table 53: Job Satisfaction Levels of Employees by Total Working Hours

SOCIODEMOGRAPHIC CHARACTERISTIC			LEVEL OF JOB SATISFACTION			SUM
			Between 36-75 points - Low	Between 76 and 115 points - Medium	116 points and above - High	
Total Working Time	Less than 1 year	Number	2	3	7	12
		Top. Play. Drive. % in	% 16,7	% 25,0	% 58,3	% 100,0
		% in Job Satisfaction Level	% 18,2	% 5,6	% 16,7	% 11,2
	1-5 years	Number	2	20	13	35
		Top. Play. Drive. % in	% 5,7	% 57,1	% 37,1	% 100,0
		% in Job Satisfaction Level	% 18,2	% 37,0	% 31,0	% 32,7
	6-10 years	Number	1	13	7	21
		Top. Play. Drive. % in	% 4,8	% 61,9	% 33,3	% 100,0
		% in Job Satisfaction Level	% 9,1	% 24,1	% 16,7	% 19,6
	11-15 years	Number	0	5	6	11
		Top. Play. Drive. % in	% 0	% 45,5	% 54,5	% 100,0
		% in Job Satisfaction Level	% 0	% 9,3	% 14,3	% 10,3
	16-20 years	Number	0	7	2	9
		Top. Play. Drive. % in	% 0	% 77,8	% 22,2	% 100,0
		% in Job Satisfaction Level	% 0	% 13,0	% 4,8	% 8,4
	20 years and above	Number	6	6	7	19
		Top. Play. Drive. % in	% 31,6	% 31,6	% 36,8	% 100,0
		% in Job Satisfaction Level	% 54,5	% 11,1	% 16,7	% 17,8
SUM		Number	11	54	42	107
		Top. Play. Drive. % in	% 10,3	% 50,5	% 39,3	% 100,0
		% in Job Satisfaction Level	% 100,0	% 100,0	% 100,0	% 100,0
Pearson Chi-Square = 0.02						

When the job satisfaction levels of the individuals included in the study were examined according to their total working time; 58.3% of those who have been working for less than 1 year have a high level of work; 57.1% of those who have been working for 1-5 years; It was determined that 61.9% of those who have been working for 6-10 years have a moderate level of job satisfaction. 54.5% of those with 11-15 years of experience are high; It was observed that 77.8% of those who have been working for 16-20 years

have a moderate level of job satisfaction. It was observed that the difference between the job satisfaction levels of the individuals according to their total working time was significant ($X^2 = 0.02$; $p < 0.05$).

**4.6. THE RELATIONSHIP BETWEEN SOME
SOCIODEMOGRAPHIC CHARACTERISTICS OF
EMPLOYEES AND JOB SATISFACTION DETERMINANTS
AND MOTIVATION TOOLS**

Table 54: The Relationship Between Gender and Determinants of Job Satisfaction and Motivational Devices

Job Satisfaction Determinants and Motivational Tools	Chi-Square Value	p-Value
1. I am comfortable collaborating with my colleagues.	7,02	0,03
2. I consider myself successful in this institution.	2,57	0,27
3. If I had to get a job again, I would choose this job again.	9,15	0,01
4. In my institution, powers and responsibilities are distributed evenly according to positions.	1,11	0,57
5. The basic values and rules in the organization are adopted and shared by everyone.	7,31	0,02
6. I find the social activities held in the institution sufficient.	1,47	0,47
7. I am happy to work in the same team with my colleagues.	5,02	0,08
8. A free working environment is provided while fulfilling my duties.	3,16	0,20
9. I have the necessary tools and equipment to do my job correctly.	8,21	0,01
10. Management cares about my views and thoughts about work.	2,82	2,43
11. The institution I work for provides the necessary training for the job.	2,48	0,28
12. The management gives me the necessary authority and responsibility to do the job.	5,80	0,05
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	3,11	0,21
14. I have the opportunity to meet with my superiors whenever I want.	2,53	0,82
15. My achievements are appreciated by the management.	7,36	0,02
16. There is a stressful working environment in my institution.	0,74	0,68
17. A good working environment is provided in my institution.	3,28	0,19
18. My job provides me with a respectable status in society.	8,47	0,01
19. Since the day I started the institution, my job diversity has increased.	7,88	0,01
20. I feel like I belong here.	16,80	0,00

21. Working conditions increase productivity in my work.	3,30	0,19
22. I am glad to work in this institution.	8,33	0,01
23. I think that my colleagues in the same unit have sufficient knowledge and equipment.	8,64	0,01
24. I find the wage system fair and consistent.	6,95	0,03
25. What I do; I find it suitable for my education, knowledge and abilities.	4,65	0,09
26. I find the pension and health insurance opportunities sufficient.	2,50	0,28
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	1,46	0,48
28. The communication between me and my friends in the institution where I work is good.	2,31	0,31
29. The management provides the necessary support to the new joiners in the process of adaptation to the environment.	2,51	0,28
30. The corporate policy is shared with the employees.	8,53	0,01
31. I have a pretty good chance of getting promoted in my organization.	6,97	0,03
32. I can consult my superiors on how to do the tasks assigned to me.	4,27	0,11

In Table 54, the relationship between the gender of the individuals included in the study and the determinants of job satisfaction and motivation tools is analyzed. According to the chi-square test; There was a statistically significant relationship between men and women in the 1st, 3rd, 5th, 9th, 12th, 15th, 18th, 19th, 20th, 22nd, 23rd and 24th statements ($p < 0.05$); In other statements, it was observed that the relationship was not significant ($p > 0.05$).

Table 55: Relationship Between Age Group and Determinants of Job Satisfaction and Motivation Tools

Job Satisfaction Determinants and Motivational Tools	Chi-Square Value	p-Value
1. I am comfortable collaborating with my colleagues.	14,90	0,13
2. I consider myself successful in this institution.	16,92	0,07
3. If I had to get a job again, I would choose this job again.	33,24	0,00
4. In my institution, powers and responsibilities are distributed evenly according to positions.	16,22	0,09
5. The basic values and rules in the organization are adopted and shared by everyone.	9,80	0,45
6. I find the social activities held in the institution sufficient.	17,79	0,05
7. I am happy to work in the same team with my colleagues.	13,46	0,19
8. A free working environment is provided while fulfilling my duties.	15,12	0,12
9. I have the necessary tools and equipment to do my job correctly.	5,69	0,84
10. Management cares about my views and thoughts about work.	8,47	0,58
11. The institution I work for provides the necessary training for the job.	4,30	0,93
12. The management gives me the necessary authority and responsibility to do the job.	10,80	0,37
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	4,56	0,91
14. I have the opportunity to meet with my superiors whenever I want.	14,90	0,13
15. My achievements are appreciated by the management.	8,45	0,58
16. There is a stressful working environment in my institution.	12,63	0,24
17. A good working environment is provided in my institution.	14,53	0,15
18. My job provides me with a respectable status in society.	20,14	0,02
19. Since the day I started the institution, my job diversity has increased.	17,41	0,06
20. I feel like I belong here.	19,57	0,03
21. Working conditions increase productivity in my work.	10,40	0,40
22. I am glad to work in this institution.	15,27	0,12
23. I think that my colleagues in the same unit have sufficient knowledge and equipment.	13,30	0,20
24. I find the wage system fair and consistent.	10,37	0,40
25. What I do; I find it suitable for my education, knowledge and abilities.	30,85	0,00
26. I find the pension and health insurance opportunities sufficient.	16,86	0,07
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	16,19	0,09
28. The communication between me and my friends in the institution where I work is good.	8,13	0,61
29. The management provides the necessary support to the new joiners in the process of adaptation to the environment.	13,09	0,21
30. The corporate policy is shared with the employees.	10,64	0,38
31. I have a pretty good chance of getting promoted in my organization.	24,95	0,00
32. I can consult my superiors on how to do the tasks assigned to me.	30,94	0,00

In Table 55, the relationship between the ages of the individuals included in the study and the determinants of job satisfaction and motivation tools is analyzed. According to the chi-square test; There was a statistically significant relationship between age groups in the 3rd, 6th, 18th, 20th, 25th, 31st and 32nd statements ($p < 0.05$); In other statements, it was observed that the relationship was not significant ($p > 0.05$).

Table 56: The Relationship Between Working Time and Job Satisfaction Determinants and Motivation Tools

Job Satisfaction Determinants and Motivational Tools	Chi-Square Value	p-Value
1. I am comfortable collaborating with my colleagues.	11,65	0,30
2. I consider myself successful in this institution.	17,56	0,06
3. If I had to get a job again, I would choose this job again.	6,61	0,76
4. In my institution, powers and responsibilities are distributed evenly according to positions.	17,60	0,06
5. The basic values and rules in the organization are adopted and shared by everyone.	9,99	0,44
6. I find the social activities held in the institution sufficient.	20,38	0,02
7. I am happy to work in the same team with my colleagues.	6,98	0,72
8. A free working environment is provided while fulfilling my duties.	5,74	0,83
9. I have the necessary tools and equipment to do my job correctly.	7,78	0,65
10. Management cares about my views and thoughts about work.	11,97	0,28
11. The institution I work for provides the necessary training for the job.	10,33	0,41
12. The management gives me the necessary authority and responsibility to do the job.	14,94	0,13
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	15,82	0,10
14. I have the opportunity to meet with my superiors whenever I want.	17,24	0,06
15. My achievements are appreciated by the management.	16,82	0,07
16. There is a stressful working environment in my institution.	13,89	0,17
17. A good working environment is provided in my institution.	15,46	0,11
18. My job provides me with a respectable status in society.	9,57	0,47
19. Since the day I started the institution, my job diversity has increased.	8,36	0,59
20. I feel like I belong here	16,11	0,09
21. Working conditions increase productivity in my work.	9,84	0,45

22. I am glad to work in this institution.	21,77	0,01
23. I think that my colleagues in the same unit have sufficient knowledge and equipment.	5,35	0,86
24. I find the wage system fair and consistent.	19,39	0,03
25. What I do; I find it suitable for my education, knowledge and abilities.	3,66	0,96
26. I find the pension and health insurance opportunities sufficient.	14,01	0,17
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	14,24	0,16
28. The communication between me and my friends in the institution where I work is good.	14,47	0,15
29. The management provides the necessary support to the new joiners in the process of adaptation to the environment.	20,02	0,02
30. The corporate policy is shared with the employees.	24,87	0,00
31. I have a pretty good chance of getting promoted in my organization.	13,72	0,18
32. I can consult my superiors on how to do the tasks assigned to me.	18,05	0,05

In the table, the relationship between working time in the organization and job satisfaction determinants and motivation tools is analyzed. Accordingly, in the 6th, 22nd, 24th, 29th, 30th and 32nd statements, there was a statistically significant relationship between the working time of the individuals included in the study and the determinants of job satisfaction and motivation tools ($p < 0.05$); It was observed that the relationship was not significant in the other statements ($p > 0.05$).

Table 57: Relationship between Total Working Time and Determinants of Job Satisfaction and Motivational Tools

Job Satisfaction Determinants and Motivational Tools	Chi-Square Value	p-Value
1. I am comfortable collaborating with my colleagues.	12,05	0,28
2. I consider myself successful in this institution.	19,15	0,03
3. If I had to get a job again, I would choose this job again.	26,75	0,00
4. In my institution, powers and responsibilities are distributed evenly according to positions.	7,52	0,67
5. The basic values and rules in the organization are adopted and shared by everyone.	5,25	0,87
6. I find the social activities held in the institution sufficient.	10,74	0,37
7. I am happy to work in the same team with my colleagues.	8,53	0,57
8. A free working environment is provided while fulfilling my duties.	6,51	0,77
9. I have the necessary tools and equipment to do my job correctly.	10,63	0,38
10. Management cares about my views and thoughts about work.	14,72	0,14
11. The institution I work for provides the necessary training for the job.	18,17	0,05
12. The management gives me the necessary authority and responsibility to do the job.	16,20	0,09
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	6,48	0,77
14. I have the opportunity to meet with my superiors whenever I want.	18,74	0,04
15. My achievements are appreciated by the management.	10,16	0,42
16. There is a stressful working environment in my institution.	21,51	0,01
17. A good working environment is provided in my institution.	12,58	0,24
18. My job provides me with a respectable status in society.	8,57	0,57
19. Since the day I started the institution, my job diversity has increased.	3,44	0,96
20. I feel like I belong here	10,00	0,44
21. Working conditions increase productivity in my work.	14,72	0,14
22. I am glad to work in this institution.	11,26	0,33
23. I think that my colleagues in the same unit have sufficient knowledge and equipment.	9,34	0,50
24. I find the wage system fair and consistent.	18,11	0,05
25. What I do; I find it suitable for my education, knowledge and abilities.	12,19	0,27
26. I find the pension and health insurance opportunities sufficient.	12,01	0,28
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	16,52	0,08
28. The communication between me and my friends in the institution where I work is good.	5,05	0,88
29. The management provides the necessary support to the new joiners in the process of adaptation to the environment.	5,89	0,82
30. The corporate policy is shared with the employees.	13,69	0,18
31. I have a pretty good chance of getting promoted in my organization.	22,50	0,01
32. I can consult my superiors on how to do the tasks assigned to me.	23,16	0,01

Table 57 shows the relationship between the total working hours of individuals and the determinants of job satisfaction and motivation tools.

According to the chi-square analysis; In the 2nd, 3rd, 11th, 14th, 16th, 24th and 32nd statements, there was a statistically significant relationship between the total working hours of the individuals included in the study, the determinants of job satisfaction and motivation tools ($p < 0.05$); It was observed that the relationship was not significant in the other statements ($p > 0.05$).

Table 58: The Relationship Between Employees' Job Satisfaction Levels and Motivational Tools

Motivational Tools	Job Satisfaction Levels	
	Chi-Square Value	P Value
1. I'm comfortable collaborating with my colleagues.	50,40	0,00
2. I consider myself successful in this institution.	63,88	
3. If I had to get a job again, I would choose this job again.	57,02	
4. In my institution, powers and responsibilities are distributed evenly according to positions.	50,29	
6. I find the social activities held in the institution sufficient.	20,79	
7. I am happy to work in the same team with my colleagues.	51,98	
8. A free working environment is provided while fulfilling my duties.	64,87	
9. I have the necessary tools and equipment to do my job correctly.	33,74	
10. Management attaches importance to my views and thoughts about work.	62,00	
11. The institution I work for provides the necessary training for the job.	35,86	
12. The management gives me the necessary authority and responsibility to do the job.	44,44	
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	38,93	
14. I have the opportunity to meet with my superiors whenever I want.	51,89	
15. My achievements are appreciated by management.	45,33	
17. A good working environment is provided in my institution.	63,55	
18. My job provides me with a respectable status in society.	36,55	
19. Since the day I started the institution, my job diversity has increased.	21,55	
20. I feel like I belong here.	64,24	
24. I consider the wage system fair and consistent.	26,21	
26. I find the pension and health insurance opportunities sufficient.	24,41	
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	16,94	
28. In the institution where I work, the communication between me and my friends is good.	54,32	
30. Corporate policy is shared with employees.	45,20	
31. I have a pretty good chance of getting promoted in my organization.	30,70	
32. I am able to consult with my superiors on how to do the tasks assigned to me.	80,25	

Table 58 shows the relationship between individuals' job satisfaction levels and motivational tools. Since the expected values less than 5 were found in some of the cells in the chi-square analysis, the agreement of the employees with the above statements was regrouped as "1 – Disagree", "2 – Neither agree nor disagree" and "3 – Agree". Then, according to the chi-square analysis performed again, the values in table 58 were obtained. It was determined that there was a statistically significant relationship between the job satisfaction levels of the employees and all motivation tools ($p < 0.05$). Accordingly, the H 8 hypothesis, which states that there is a relationship between the job satisfaction levels of the employees and motivation tools, has been accepted.

Table 59: Level of Relationship Between Employees’ Job Satisfaction Levels and Motivational Tools

Motivational Tools	Job Satisfaction Levels	
	R Value	p Value
1. I’m comfortable collaborating with my colleagues.	0,60	0,00
2. I consider myself successful in this institution.	0,52	
3. If I had to get a job again, I would choose this job again.	0,62	
4. In my institution, powers and responsibilities are distributed evenly according to positions.	0,62	
6. I find the social activities held in the institution sufficient.	0,43	
7. I am happy to work in the same team with my colleagues.	0,57	
8. A free working environment is provided while fulfilling my duties.	0,68	
9. I have the necessary tools and equipment to do my job correctly.	0,46	
10. Management attaches importance to my views and thoughts about work.	0,69	
11. The institution I work for provides the necessary training for the job.	0,53	
12. The management gives me the necessary authority and responsibility to do the job.	0,58	
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.	0,57	
14. I have the opportunity to meet with my superiors whenever I want.	0,58	
15. My achievements are appreciated by management.	0,63	
17. A good working environment is provided in my institution.	0,70	
18. My job provides me with a respectable status in society.	0,56	
19. Since the day I started the institution, my job diversity has increased.	0,41	
20. I feel like I belong here.	0,67	
24. I consider the wage system fair and consistent.	0,45	
26. I find the pension and health insurance opportunities sufficient.	0,37	
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.	0,34	
28. In the institution where I work, the communication between me and my friends is good.	0,58	
30. Corporate policy is shared with employees.	0,59	
31. I have a pretty good chance of getting promoted in my organization.	0,49	
32. I am able to consult with my superiors on how to do the tasks assigned to me.	0,69	

In Table 59, the level of relationship between individuals’ job satisfaction levels and motivation tools was examined by Pearson correlation analysis. Accordingly, the job satisfaction levels of the employees and the motivational tools in the 6th, 9th, 19th, 20th, 26th, 27th and 31st statements were weak ($R < 0.50$); other expressions were found to be high ($R \geq 0.50$) ($p = 0.00$).

CHAPTER V

ARGUMENT

5.1. INVESTIGATION OF THE FINDINGS ON SOCIODEMOGRAPHIC DATA OF INDIVIDUALS

The research was carried out between 27.05.2013 and 15.06.2013 with individuals working in administrative services at Izmir Katip Çelebi University. A total of 107 individuals, 43.9% (n= 47) female and 56.1% (n= 60) male, participated in the study. Individuals; 27.1% were between the ages of 30 and 34, 7.6% were between the ages of 40 and 44, 60.7% were married, 56.1% had a bachelor's degree and 29.0% had been working in this institution for 15 – 19 months. Individuals who agreed to participate in the study; It was determined that 32.7% of them had been working for 1 - 5 years and 8.4% had been working for 16 - 20 years.

5.2. INVESTIGATION OF INDIVIDUALS' FINDINGS ON JOB SATISFACTION

When the comfort of the individuals included in the study in joint work with their colleagues is evaluated; It was observed that 72.9% were comfortable, 15.9% were not comfortable and 11.2% were undecided.

In the study conducted by Gözen (2007); It was determined that the majority of the participants (81.5%) were comfortable working with their colleagues and 16.0% were not comfortable.

In the study conducted by Ünalın et al. (2006); It was observed that 75% of the participants agreed with the statement that they had good relations with their colleagues, and 15% did not agree. It was determined that these rates were similar to our study.

When the level of individuals seeing themselves as successful in the institution is examined; While 73.8% of the individuals we included in the study stated that they saw themselves as successful, 11.2% stated that they saw themselves as unsuccessful; 15.0% stated that they were undecided on this issue.

In the study conducted by Topçu (2003); Similarly, it was observed that 93.7% agreed and 2.0% did not agree with the statement that individuals were proud of themselves for their work.

In evaluations about individuals' willingness to choose the same job; 52.7% of the individuals stated that they wanted to choose the same job, 19.6% wanted a different job and 27.1% stated that they were undecided.

In Gözen's study; In the answers given by the employees to the statement about whether they would choose the job they worked for if they were to be re-employed, 38.3% said "Yes, I would."; It was observed that 39.5% answered "No, I do not choose" and 22.2% answered "I am undecided". In our study; While it is observed that there is a big difference in percentage between those who want to choose the same job and those who do not; In Gözen's study, it was observed that these rates were very close to each other and there was an excess in the rate of those who did not want to choose.

While 30.8% of the individuals we included in the study stated that they agreed and 40.2% did not agree with the statement "Powers and responsibilities in my institution are distributed evenly according to positions"; 48.5% agreed with the statement "The basic values and rules in the institution are adopted and shared by everyone" and 25.3% stated that they disagreed.

Within the scope of Pekel's study (2001), 74.8% of the answers given to the question "How important is the certainty of your powers and responsibilities in your work in your motivation and more efficient work?" were positive, while 10.5% were negative. These results were in line with our study.

When the evaluations of the employees on basic values and rules are examined; 48.5% stated that basic values and rules are adopted and shared by everyone; It was determined that 25.3% did not agree with this statement.

In the study of Ünalın et al. (2006), it was determined that 68.5% of the participants stated that common sharing values were present and 18.6% stated that they were not. Thus, it was seen that there was a similar result with our study.

When the employees' evaluations of the adequacy of social activities in the institution were examined; While 32.7% found social activities sufficient; 44.9% found it insufficient and 22.4% were undecided.

In the study of Ünalın et al. (2006), a similar statement was made in the form of giving importance to social activities in the institution, and 50.7% of the participants agreed with this statement; 27.1% stated that they did not agree. 22.1% were undecided.

Within the scope of Pekel's study (2001), in response to the question "How is the current situation of social activities such as in-house sports, travel, entertainment, etc.?", 92.1% of the individuals participating in the survey found it insufficient, while 4.9% found it sufficient, which was similar to our study; The study of Ünalın et al. showed contrast.

The individuals we included in the study; "I am happy to work in the same team with my colleagues" was stated by 65.4% of the respondents, 15.0% disagreed, and 19.6% were undecided about this statement.

In Gözen's study, these rates were found to be 80.3%; 11.1% and 8.6%, respectively, and as in our study, it was seen that the proportion of participants was higher.

In the evaluations of individuals about whether they see their working environment as free; 61.7% stated that a free working environment was provided, but 22.4% stated that a free working environment was not provided.

63.6% of the individuals included in the study agreed with the statement "I have the necessary tools and equipment to do my job correctly" and 20.5% did not participate.

In Pekel's study (2001), it was observed that 81.9% of the responses given by individuals to the statement "How is the adequacy of the materials and equipment you use while doing business?" were sufficient and 12.5% were insufficient.

In Gözen's study (2007), these values were 77.7% and 21.0%, respectively; In the study of Ünalın et al. (2006), it was seen that it was 57.2% and 27.1%. In our study, it was determined that these values were similar.

In the evaluation of the management's importance to the opinions and thoughts of the employees about the job; 57.0% of the individuals participated and 22.4% did not participate.

In Gözen's study (2007), it was found that those who agreed with this view (44.4%) were more than those who did not agree (38.3%), and these values were similar to our study.

In the evaluation of the institution's provision of the necessary training to its employees for the job, 30.8% of the individuals stated that the necessary training was given and 40.2% stated that no training was provided; 29.0% stated that they were undecided about this statement.

In Gözen's study (2007), 59.2% of the individuals agreed, 23.5% disagreed and 17.3% stated that they were undecided for the same statement. Accordingly, a result in the opposite direction was observed in our study. While the rate of participants in Gözen's study was higher; In our study, the rate of those who did not participate (those who stated that they were not given training) was found to be higher.

In the study of Ünalın et al. (2006), those who tried to express that education should be needs-oriented; 37.1% found it sufficient and 38.6% found it insufficient, and similar rates were observed with our study.

Individuals; 61.7% agreed and 25.2% did not agree with the statement "The management gives me the necessary authority and responsibility to do the job". 13.1% stated that they were undecided about this statement.

In the study of Ünalın et al. (2006), 62.2% of the employees agreed with the statement that the duties, powers and responsibilities in the institution are clearly defined, and 22.1% did not agree with our study.

Individuals included in the study; 43.9% agreed with the statement, 32.7% disagreed and 23.4% stated that they were undecided about this statement.

In Gözen's study (2007), 42.0% of individuals agreed with the same statement, 43.2% disagreed and 14.8% were undecided. In our study, there were more people who agreed with this statement; In Gözen's study, it was seen that the individuals who participated and did not participate were almost equal.

In Pekel's study (2001), it was observed that 74.5% of the individuals who participated in the survey responded positively to the statement "How is your ability to participate in the decision-making processes in your unit now?" and 17.6% responded negatively, and it was determined that these values showed a similar feature with our study.

The statement about employees having the opportunity to meet with their superiors at any time; 73.8% of the individuals agreed, 12.2% did not participate and 14.0% were undecided.

In Gözen's study (2007), 59.3% of the individuals agreed with this statement, while 32.1% stated that they did not agree and 8.6% remained undecided. These data were similar to our study.

44.9% of the individuals stated that they were appreciated, 29.9% were not appreciated and 25.2% were undecided about the evaluation of employee achievements by the management.

In Gözen's study (2007), 55.6% answered yes to the statement "My achievements are appreciated and rewarded in some way"; 33.3% answered no. These findings were similar to our study.

In Topçu's work (2003), "I am appreciated for my contribution to the organization I work for." While 58.3% agreed with the statement, 18.5% did not agree with the statement, creating similar findings with our study.

In the study of Ünalın et al. (2006), 28.6% of the employees agreed with the same statement and 49.3% did not. These data were included in the literature by creating a different result from our study.

When the working environment in the institution is evaluated; While 36.4% of the individuals stated that there was a stressful working environment in the institution, but 44.9% stated that there was no stressful working environment; 47.7% stated that there was a good working environment in the institution, while 25.2% stated that there was not a good working environment.

In Gözen's study (2007), it was observed that 71.6% of the individuals stated that they had a good working environment, but 17.3% stated that they did not have a good working environment. These findings were similar to our study.

Individuals; 51.4% agreed with the statement "My job provides me with a respectable status in society", 21.4% disagreed, but 27.1% stated that they were undecided about this statement.

In Gözen's study (2007), 55.6% of the individuals stated that the job gave them a respectable status, while 24.7% stated that it did not give them a respectable status.

In Topçu's study (2003), the participants of the research said, "My work (profession) has a respectable place in society." 90.6% agreed and 3.6% disagreed. The data of both studies were similar to our study.

Individuals included in the study; 72.8% agreed and 9.3% did not agree with the statement "My job diversity has increased since the day I started the institution". 17.8% stated that they were undecided about this statement.

Individuals; 58.9% agreed with the statement about feeling that they belong to the institution, 15.9% disagreed and 25.2% stated that they were undecided about this statement.

In Gözen's study (2007), "I see myself as a part of this business" and "I feel like I belong here" were examined. Accordingly, 58.0% stated that they agreed with the first statement, 29.7% stated that they disagreed, while 12.3% stated that they were undecided about this statement. To the second statement "I feel like I belong here", 55.5% agreed and 19.7% disagreed. Accordingly; The responses to these two statements in Gözen's study (2007) were similar to our study.

When the effect of the working conditions of the individuals included in the study on their work productivity is evaluated; 44.9% stated that there was an increase in their work efficiency, 28.0% stated that there was no increase and 27.1% stated that they were undecided on this issue.

In Gözen's study (2007), 64.5% of the individuals agreed with the similar statement "I see myself productive in this business", while 19.7% did not agree. The responses given according to this comparison were similar in our study.

When it is examined whether the individuals included in the research are satisfied with working in the institution; 63.5% stated that they were satisfied and 11.2% stated that they were not satisfied.

In Gözen's study, a similar statement "I would like to work in another company" was included and 38.2% of the employees stated that they did not want to work in another company, while 40.7% stated that they wanted to work in another company. Accordingly, the proportion of those who are dissatisfied with the company is higher and differs from our study.

49.6% of the individuals included in the examination agreed with the statement that they think that their colleagues working in the same unit have sufficient knowledge and equipment; 21.5% did not participate. 29.0% stated that they were undecided about this statement.

27.1% of the employees agreed with the statement that the wage system is fair and consistent, while 50.4% stated that they did not agree.

In Gözen's study (2007), 49.3% of individuals disagreed with this statement, while 34.6% stated that the wage system was fair and consistent.

In the study of Ünalın et al. (2006), it was determined that the vast majority of employees, such as 65.7%, did not agree with the appropriate

wage payment, while 22.8% did, and it was concluded that these data were similar to our study.

Within the scope of the study, the work done by individuals; 65.4% agreed and 19.6% did not agree with the statement that they found it suitable for their education, knowledge and abilities.

In Gözen's study (2007), 50.6% of individuals agree with this statement, while 39.5% do not find their work suitable for their knowledge and abilities.

In Gökşen's study (2012), 48.6% of individuals accepted the statement "I can use my full professional potential in what I do" as true and 19.0% as false. According to these results, it was observed that there was a similar result with the study.

46.7% of the employees participating in the study agreed with the statement that their pension and health insurance opportunities were sufficient, and 33.6% did not agree.

In Gözen's study (2007), 45.6% of individuals agreed with this statement, while 40.8% stated that they did not find wage, pension and health insurance opportunities sufficient.

21.5% of the employees included in the research agreed with the statement "Rotation (change of duty) is made in order to dominate the general business processes" in the unit where they worked, and 40.1% did not agree.

Within the scope of the research, 78.5% of the individuals agreed with the statement that their communication with their friends in the institution they worked for was good, while 7.4% did not agree.

Within the scope of Pekel's study (2001), How is the current state of your relations with your colleagues? In response to the question, 83.13% of the individuals participating in the survey found it at a positive level and 5.87% found it at a negative level, creating a similar result with our study.

51.4% of the individuals within the scope of the study participated in the management's provision of the necessary support in the adaptation process for the new members of the institution, and 19.6% did not participate.

38.2% of the individuals participating in the study agreed with the statement that the corporate policy was shared with the employees, and 32.8% did not agree.

Within the scope of the study, 22.4% agreed with the statement that individuals have a very high chance of being promoted in the institution, and 43.9% did not agree.

In Gökşen's study (2012), 20.4% of individuals agreed with the statement "Promotion in my hospital is made on the basis of merit", stating that it was true, and 54% stated that it was wrong and disagreed.

In Gözen's study (2007), when it was investigated whether the advancement and promotion opportunities were satisfactory, 43.2% of the employees stated that they were satisfactory and 43.2% of them stated that they were not satisfied. According to these results, it showed similar characteristics to our study.

Individuals included in the study; 71.1% agreed and 14.0% did not agree in the evaluation of their ability to consult their superiors on how to do things. 15.9% stated that they were undecided for this statement.

5.3. INVESTIGATION OF THE FINDINGS BETWEEN MOTIVATING TOOLS AND JOB SATISFACTION LEVEL

The relationship between motivational tools and job satisfaction levels discussed within the scope of the study was examined by correlation tests. Accordingly; There is a very weak negative relationship between stress and job satisfaction; It has been determined that as the stress status of the employees increases, their job satisfaction levels decrease. This value was not statistically significant ($p > 0.05$)

In all other tools except stress, it was determined that there were only weak, medium or high levels of positive relationships. These values were found to be statistically significant ($p = 0.000$).

5.4. INVESTIGATION OF THE EFFECT OF SOCIODEMOGRAPHIC CHARACTERISTICS ON JOB SATISFACTION SCORE

It was observed that there was a significant difference between the gender and job satisfaction scores of the individuals included in the study (Table 34), and the mean job satisfaction scores of women (1.14 ± 22.20) were higher than those of men (1.00 ± 25.67), which was statistically significant ($t = 2.84$; $p < 0.05$).

In the study conducted by Şanlı (2006), the job satisfaction scores of the police officers were examined with one-way variance according to gender; accordingly, it was observed that there was no statistically significant difference between gender and job satisfaction scores ($F = 1.74$; $p = 0.18$).

Luddy's study in South Africa (2005); There was a statistically significant difference between gender and job satisfaction scores ($F= 3.21$; $p= 0.00$).

In K ro lu's study using the Job Satisfaction Scale (2011); It was found that there was no significant difference between the gender of the employees and the mean job satisfaction scores ($t= 0.62$; $p > 0.05$).

In the study conducted by Ta dan and Tiryaki using the same scale (2008); It was found that there was no significant difference between the gender and job satisfaction scores of private and public primary school teachers ($t_{\text{private}}= 0.24$; $p > 0.05$ / $t_{\text{state}} = 0.45$; $p > 0.05$).

In a study conducted by Da deviren et al. with academics (2011); There was no correlation between the gender of the academicians and the level of job satisfaction ($\chi^2 = 0.36$; $p = 0.54$).

In Mar ap's study with accountants (1995), results contrary to our findings were obtained. In Mar ap's study, the mean job satisfaction score of men (38) was found to be higher than that of women (35).

According to the findings obtained by the literature review; In addition to the fact that there is a significant difference between gender and job satisfaction scores, it is also seen that there is a meaningless difference. It was also determined that there was a significant difference in our study and there were other studies supporting this.

When examined in terms of age groups of individuals (Table 35); Although the mean scores were higher in the 40 years and older groups than in the other younger age groups, this difference between the groups (Table 36) was not statistically significant ($F= 2.05$; $p > 0.05$).

In Luddy's study (2005); It was observed that there was a statistically significant difference between the age of healthcare workers and their job satisfaction scores ($F= 2.48$; $p=0.00$).

In Mar ap's study (1995); When the age groups and job satisfaction levels of the accountants were examined, it was seen that the average score was equal in the 30 – 39 and 40 – 49 age groups, slightly higher in the 50 and over age group and the highest in the 20 – 29 age group.

In K ro lu's study (2011); It was found that there was no significant difference between the age of the employees and the mean job satisfaction scores ($F= 0.59$; $p > 0.05$).

In the study of Da deviren et al. (2011); When the relationship between the age of academicians and the level of job satisfaction is examined; It was

observed that as the age of the academicians increased, their job satisfaction levels also increased ($r = 0.09$; $p = 0.02$).

According to the results found; It was determined that the level of job satisfaction was higher in the young group in Marşap's sample group, and the job satisfaction level was at the highest level in the 40 and over age group in our sample group. It was observed that the job satisfaction of the employees we included in the study increased as they got older; The reason for this is with advancing age; It is thought that there may be an increase in compliance with an increase in experience. It may be the case that job satisfaction is lower among new hires due to the fact that younger employees have excessive expectations. On the other hand, it has been observed that there are different results between age groups and job satisfaction levels in the literature, and there are opposite findings as well as findings that support our findings.

When the marital status and job satisfaction score averages of the employees are examined (Table 37); It was concluded that being married, single or separated from one's spouse did not affect the mean job satisfaction score ($F = 0.10$; $p > 0.05$).

In the study conducted by Şanlı (2006), the job satisfaction scores of the police officers were examined with one-way variance according to marital status; accordingly, it was observed that there was no statistically significant difference between marital status and job satisfaction scores ($F = 2.53$; $p = 0.38$).

In Luddy's study (2005); It was observed that there was a statistically significant difference between the marital status of the employees and their job satisfaction scores ($F = 2.48$; $p = 0.00$).

In the study conducted by Köroğlu (2011); It was found that there was a significant difference between the marital status of the employees and the mean job satisfaction scores ($F = 4.37$; $p = 0.00$).

Contrary to Şanlı's work, Luddy's and Köroğlu's studies were parallel to our work. Accordingly, it was observed that there was a difference between the genders in terms of job satisfaction score averages.

When the job satisfaction scores of the employees were examined according to their educational status (Table 39); It was concluded that there was no significant difference between education level and mean scores ($F = 1.20$; $p > 0.05$).

Again in Şanlı's study (2006); It was observed that there was no significant difference between the education status of the police officers and the mean job satisfaction score ($F= 1.38$; $p > 0.05$).

In Luddy's study (2005); It was observed that there was a statistically significant difference between the education level and job satisfaction scores of permanent and contracted health personnel (pharmacist, pharmacist assistant, assistant service staff, administrative officer, manager, personnel supervisor and accountant) ($F= 3.95$; $p= 0.00$).

In the study of Dağdeviren et al. (2011); A significant difference was found between the education levels (undergraduate, graduate, doctorate) and job satisfaction level of academicians ($x^2 = 13.44$; $p = 0.00$).

In Koroğlu's study (2011); It was determined that there was no significant difference between the educational status of the employees and the mean job satisfaction scores ($F= 1.93$; $p > 0.05$).

While the average level of education and job satisfaction scores differed in Luddy's and Dağdeviren's studies; It was observed that there was no difference in other studies and in our study, and the mean job satisfaction score was not affected by the increase in education.

When the job satisfaction scores of the employees were examined according to the length of service in the institution (Table 41); It was concluded that there was no significant difference between the length of service and the mean scores in the institution ($F= 0.97$; $p > 0.05$).

In Koroğlu's study using the Job Satisfaction Scale (2011); It was determined that there was no significant difference between the number of working years and the mean job satisfaction scores of the employees ($F= 1.37$; $p > 0.05$).

In the study of Dağdeviren et al. (2011), when the relationship between the years of service in the institution and the level of job satisfaction of the academicians was examined; It was observed that as the years of service of the academicians increased, their job satisfaction levels also increased ($r = 0.09$; $p < 0.02$).

In a study conducted by Ünalın et al. (2006) with secretaries, the differences between the total working hours of individuals and job satisfaction were examined and it was determined that the difference was not significant ($x^2 = 3.38$; $p > 0.18$).

Our study was similar to most of the other literature studies and it was determined that the difference between the increase in the working hours of the individuals and the mean job satisfaction scores was not significant.

In the analysis of job satisfaction scores according to the total service time of the employees (Table 43); It was concluded that there was no significant difference between the total service hours and the mean scores ($F = 0.82$; $p > 0.05$).

In the study conducted by Şanlı (2006); It was observed that there was no significant difference between the occupational seniority of the police officers and the mean job satisfaction score ($F = 1.45$; $p > 0.05$).

In the study conducted by Taşdan and Tiryaki (2008); It was determined that the mean job satisfaction scores of private primary school teachers did not differ significantly according to their professional seniority ($F = 0.79$; $p > 0.05$).

In Luddy's study (2005); It was observed that there was a statistically significant difference between the total length of service and job satisfaction scores of permanent and contracted health personnel ($F = 3.55$; $p = 0.00$).

While our work is similar to the works of Şanlı, Taşdan and Tiryaki; Luddy's work varied.

5.5. INVESTIGATION OF JOB SATISFACTION LEVELS ACCORDING TO SOCIODEMOGRAPHIC CHARACTERISTICS OF EMPLOYEES

When the job satisfaction levels of the individuals included in the study were examined according to their genders, it was seen that the difference between the job satisfaction levels according to gender was significant ($\chi^2 = 0.029$; $p < 0.05$); however, there was no significant difference between the job satisfaction levels according to age ($\chi^2 = 0.10$; $p > 0.05$).

It was observed that there was no significant difference between the job satisfaction levels of the individuals according to their marital status ($\chi^2 = 0.61$; $p > 0.05$). Likewise, there was no significant difference between the job satisfaction levels of the individuals according to their educational status ($\chi^2 = 0.73$; $p > 0.05$).

When the job satisfaction levels are examined according to the working hours in the institution; They have a high level of job satisfaction in employees who have been working for less than 1 year; It was observed that

the difference between job satisfaction levels according to the working hours in the institution was significant ($X^2= 0.03$; $p < 0.05$).

When the job satisfaction levels of the individuals included in the study were examined according to their total working hours; 58.3% of those who have been working for less than 1 year have a high level of work; 57.1% of those who have been working for 1 – 5 years; It was determined that 61.9% of those who had been working for 6-10 years had a moderate level of job satisfaction and accordingly, it was seen that the difference between job satisfaction levels was significant ($X^{2= 0.02}$; $p < 0.05$).

5.6. INVESTIGATION OF THE RELATIONSHIP BETWEEN SOCIODEMOGRAPHIC CHARACTERISTICS OF EMPLOYEES AND JOB SATISFACTION DETERMINANTS AND MOTIVATION TOOLS

The relationship between some sociodemographic characteristics of the employees and the determinants of job satisfaction and motivation tools was examined by Chi-Square analysis. There was a statistically significant relationship between men and women (Table 51) in the 1st, 3rd, 5th, 9th, 12th, 15th, 18th, 19th, 20th, 22nd, 23rd and 24th statements (Table 51), which are determinants of job satisfaction and motivation tools ($p < 0.05$); In other statements, it was determined that the relationship was not significant ($p > 0.05$).

There was a statistically significant relationship between the age groups of the employees (Table 52) in the 3rd, 6th, 18th, 20th, 25th, 31st and 32nd statements, which are the determinants of job satisfaction and motivation tools ($p < 0.05$); In other statements, it was observed that the relationship was not significant ($p > 0.05$).

In the 6th, 22nd, 24th, 29th, 30th and 32nd statements, it was found that there was a statistically significant relationship between the working hours of the individuals included in the study and the determinants of job satisfaction and motivation tools (Table 53) ($p < 0.05$); It was determined that the relationship was not significant in other expressions ($p > 0.05$).

When the relationship between the total working hours of individuals and job satisfaction determinants and motivation tools was examined (Table 54); In the 2nd, 3rd, 11th, 14th, 16th, 24th and 32nd statements, there was a statistically significant relationship between total working hours and job satisfaction determinants and motivation tools ($p < 0.05$); It was observed that the relationship was not significant in other expressions ($p > 0.05$).

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This study was planned in order to explain the effects of job satisfaction determinants on employee motivation and their relationships in newly established organizations due to the lack of a sufficient number of studies that include individual and organizational factors affecting job satisfaction comprehensively according to foreign sources.

Developments in human resources management in recent years have further reinforced the fact that employees are one of the most important resources of the organization and have led to more importance to human resources. In this direction, it has come to the fore that the most important factor in increasing the productivity of human resources, especially in newly established organizations, is to ensure job satisfaction and to determine the motivational tools related to this correctly, and researches related to this purpose have come to the fore.

Priority has been given to examining the concept of work in a macro dimension in the organizational framework in general. Business, which has a very important place for people to continue their life cycles; It has different results that affect the individual in economic, social and psychological dimensions. First of all, when we consider the economic dimension, business; It creates a requirement for the individual to obtain money, which is a financial instrument to meet his needs. In the social dimension, it ensures the socialization of the individual by providing the necessary status in order to obtain a place in the society. From a psychological point of view, work; It is a phenomenon that enables the individual to be motivated towards life by providing dignity and inner satisfaction. When evaluated in terms of these dimensions, it is of great importance which tools should be at the forefront in order for the employee to be motivated by knowing the determinants of

job satisfaction not only in terms of working individuals but also in terms of increasing work efficiency.

Job satisfaction, which is important in terms of increasing work efficiency, can show the general emotional state as well as the spiritual pleasure of the employees in return for doing their job and creates a positive effect that enables them to turn to work. For this reason, especially in newly established organizations, ensuring the job satisfaction of the employees in order to lay a solid and institutional foundation is one of the most important requirements for them to be successful, happy and productive.

Motivation is the most important factor that determines the performance of the employee. A significant increase is observed in the performance of employees with a high level of motivation. In this direction, in a newly established organization, it is of great importance for employers to know with which motivational tools employees can achieve high performance in their jobs in terms of the efficiency of the organization. For this purpose, organizations use various motivational tools to motivate employees and ensure high performance.

In this study, which was carried out to determine the factors that increase the motivation of the administrative employees of the newly established organizations by measuring their job satisfaction, it was aimed to provide a guiding information to the management of the public institution as well as scientific purposefulness by considering a newly established public institution.

The issues in which the administrative staff working in the public university where we conducted research participated the most in a positive way; With a participation rate of 78.5%, the communication with their friends in the institution they work for is good, and with a participation rate of 73.8%, which is equal to each other, the employees have the opportunity to meet with their superiors at any time and the individuals see themselves as successful in the institution, with a rate of 72.9%, individuals are comfortable in working together with their colleagues, with a rate of 72.8%, the increase in the job diversity of the employees since the beginning of the institution and with a rate of 71.1% statements are followed by statements that they can have the opportunity to consult their superiors on how to do things.

On the other hand, the most disagreed statements of the employees in the public university where the research was carried out were that the wage system was not fair and consistent with 50.4%, the social activities in the institution were not sufficient with a rate of 44.9%, the chances of promotion

in the institution were not quite high with a rate of 43.9%, the employees were not given the necessary training for the job with a rate of 40.2%, and the authorities and responsibilities were not distributed evenly according to the positions at the same rate, and finally 40.1% It is thought that there is no rotation (change of duty) in order to dominate the general business processes with the ratio.

Within the scope of this study, it has been preliminary; A statement about the wage system for employees in a public institution is included in the survey. In general, in the literature reviews, it was expected that individuals would express that the wage system is not fair and consistent in the first place in order to meet the physiological needs part, which is the basic step in the Maslow hierarchy. However, the fact that there are personnel subject to the Labor Law No. 4857 among the personnel working in administrative duties and that their salaries have flexibility to the extent of public constraints has led to the necessity of including such an indicator. In addition, within the scope of the study, this statement was important in terms of examining the approach of public personnel to the wage system, and within the scope of the results obtained, it was determined that 50.4% of the employees did not find the wage system fair and consistent. Within the scope of this result; The individuals included in the survey do not have the chance to make any sanctions or changes against the system in the negative evaluations of the personnel subject to the Civil Servants Law No. 657 or the Higher Education Personnel Law No. 2914 regarding the wage system. However, in line with budget constraints, a fair system can be implemented by making flexibility in the competency-based wage system for service procurement personnel subject to the labor law numbered 4857.

In the second place in the study, the issue that is generally accepted as a negative situation by the participants is the lack of sufficient social activities with a rate of 44.9%. The reason for this, as in many public institutions, is that the personnel of the institutions are not given the opportunity to rest outside of work or to create time for their hobbies that develop them socially. In this regard, by establishing a social services unit in organizations, personal development can be supported in the social aspect by contributing to the hobbies of the employee during activity hours, and thus more motivation can be provided in their work.

The third issue in our research is that individuals think that their chances of being promoted in the institution are not quite high with a rate of 43.9%. Such a common idea is included in the studies carried out in public institutions throughout the country on this issue. In this respect, by establishing units

for performance evaluations in public institutions, the inclusion of studies such as 360-degree performance evaluation, in which subordinates can also participate in the evaluations, will improve the trust and sense of belonging of the personnel towards the public institution they work for.

Fourthly, the issue that was not generally accepted by the participants in our research is that the employees were not given the necessary training for the job with a rate of 40.2%. In this regard, many public institutions cannot create in-house / external training opportunities due to reasons such as insufficient working hours and the fact that the trainings constitute an expense item financially. However, under any circumstances, it is an indisputable fact that in order to provide public service more effectively and effectively, it is necessary to provide training to the personnel in their field periodically.

In the research, it was concluded that the authorities and responsibilities were not distributed evenly according to the positions with 40.2% at the same rate. This issue is also among the research results that constitute a primary negative factor in many public institutions. For this reason, the relevant organizational charts of public institutions should be created correctly and the authorities and responsibilities should be given to the relevant persons in full and competent. 657 Civil Servants The law stipulates that public institutions should be able to promote personnel according to their competencies, regardless of the year, with accurate performance evaluations, provided that they are subject to audit.

The last point of our research, which is evaluated negatively by individuals, is that there is no rotation (change of duty) in order to dominate the general business processes with a rate of 40.1%. For this result, the same generalization cannot be made for all positions of all public institutions. Because some positions require expertise and it is a prerequisite to receive the necessary training within this expertise. When examined in this context, rotation may be beneficial in some positions within the scope of general administrative services. In areas involving technical expertise, rotation can cause serious disruptions.

In a general perspective, when we look at the effects of job satisfaction determinants on employee motivation in newly established organizations; In a newly organized institution, the multiplicity of bureaucratic processes and the lack of sufficient human resources in general create a lack of motivation on the employees. Although the physical competencies of the institution are sufficient for the establishment, there will be deficiencies such as structural or production materials that need to be completed within the process management. Although organizations create their own

conditions on a sectoral basis in this new structuring process, bureaucratic processes such as laws and regulations that must be followed can prevent the employer from creating the right job satisfaction determinants and motivation tools on the human resources to be created. There are technical, financial and administrative issues that organizations should examine and work on separately during and after the establishment phase. In particular, the phenomena of motivation and job satisfaction, which we focus on, are generally included in the administrative structure that employees attach the last importance to. Although financial and technical issues seem to be a situation that the institution should prioritize in its life cycle, institutions should be created by addressing all issues together. Administrative issues that are planned to be overcome later can cause financial or technical problems that are difficult to return.

It is important for newly established organizations to create the right human resources and the right job satisfaction determinants and motivation tools from the establishment process. The employer, who ensures the job satisfaction of the employee, will carry the positive effect on the employee's business life to his social life. The high level of satisfaction of the employees will also create an opportunity to strengthen the visionary structure of the organization and to provide new qualified human resources.

In newly established organizations, the employee, who has great expectations in general, will be disappointed in case of job dissatisfaction and will tend to turn to different business areas. In addition, deficiencies in job satisfaction will lead to loss of motivation in different areas and the formation of a society with unhealthy individuals.

Especially due to the lack of human resources processes in newly established public institutions, the intense recruitment of personnel from outside the sector creates some problems in the healthy formation of the organizational structure. These problems are generally reflected in the employees and the requests to be transferred to other institutions with system infrastructure and norm staff are made by the employee. The general problem experienced at this point in newly organized public institutions is that the right human resources are not available. For this purpose, a general study should be carried out in all public institutions and a correct human resources management should be applied and the employee should be treated professionally in the recruitment of employees, employee preference should be made according to job analysis, job requirements and job evaluation, and this human resource, which is categorized in the new organizations that are likely to be established, should be transferred to new institutions by creating

a common personnel pool. Within this structure, the following should be considered:

- While assigning and promoting employees, their educational status should also be taken into account and care should be taken to ensure that employees in certain positions are at certain education levels.

- Additional jobs given outside the job descriptions of the employees within the scope of assignments should be increased in the salary of the job.

- Depending on the years of service and performance evaluation of the employee whose professional seniority has increased, the promotion and financial opportunities that can be targeted should be determined with a career map.

- It should be ensured that employees participate in the decisions in the internal functioning of the institutions.

- By establishing a promotion and reward system, certain criteria should be applied equally for everyone.

- The decentralization model should be established in sub-units and employees should be authorized according to their responsibilities.

- Within the scope of personnel empowerment, the organization; It should provide the necessary training opportunities for the employee to develop and improve himself in his job.

- In newly established organizations in the private sector, job security should be prioritized, and the employee should be assured that he will not lose his job as long as he is hardworking and successful, except in extraordinary situations depending on his performance.

- Within the process management, the organization should conduct surveys and interviews at certain times in order to identify the problems of the employees and the failings in the organization.

After all; Such human resources management processes, which will be carried out in newly established private or public organizations, will enable the employees to work more peacefully, to create peace of mind, to realize the self-realization of the employee, and to achieve win/win benefits for both the organization and the employee by providing higher motivation with job satisfaction.

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ECLAIR

APPENDIX – 1

PERSONNEL PERMISSION FORM

Esteemed Member of Izmir Katip Çelebi University,

In this study, which aims to determine the factors that increase the motivation of the administrative employees of the university by measuring their job satisfaction, it is aimed to provide effective data to the university administration as well as scientific purposefulness. In this respect, it is of great importance that you read the questions carefully, mark the expression that suits you best and give objective and realistic answers.

Our survey consists of 33 indicators and your response time is no more than 8 minutes.

Within the scope of the relevant study, your answers will remain completely confidential and we declare that no IP address will be recorded, and we thank you for your participation. Yours truly.

Note: This study; It is carried out with the consent letter of the Rectorate of Izmir Katip Çelebi University dated 27/05/2013 and numbered 334.

APPENDIX - 2

DETERMINANTS OF JOB SATISFACTION IN NEWLY ESTABLISHED ORGANIZATIONS AND THEIR EFFECTS ON EMPLOYEE MOTIVATION

Please mark the most appropriate answer for you with the symbol (X) for the following statements!

	Strongly disagree	I disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I am comfortable collaborating with my colleagues.					
2. I consider myself successful in this institution.					
3. If I had to get a job again, I would choose this job again.					
4. In my institution, powers and responsibilities are distributed evenly according to positions.					
5. The basic values and rules in the organization are adopted and shared by everyone.					
6. I find the social activities held in the institution sufficient.					
7. I am happy to work in the same team with my colleagues.					
8. A free working environment is provided while fulfilling my duties.					
9. I have the necessary tools and equipment to do my job correctly.					
10. Management cares about my views and thoughts about work.					
11. The institution I work for provides the necessary training for the job.					
12. The management gives me the necessary authority and responsibility to do the job.					
13. It is ensured that employees participate in the decisions to be taken regarding the work they will do.					
14. I have the opportunity to meet with my superiors whenever I want.					
15. My achievements are appreciated by the management.					
16. There is a stressful working environment in my institution.					
17. A good working environment is provided in my institution.					

	Strongly disagree	I disagree	Neither Agree nor Disagree	Agree	Strongly agree
18. My job provides me with a respectable status in society.					
19. Since the day I started the institution, my job diversity has increased.					
20. I feel like I belong here					
21. Working conditions increase productivity in my work.					
22. I am glad to work in this institution.					
23. I think that my colleagues in the same unit have sufficient knowledge and equipment.					
24. I find the wage system fair and consistent.					
25. What I do; I find it suitable for my education, knowledge and abilities.					
26. I find the pension and health insurance opportunities sufficient.					
27. In the unit where I work, rotation (change of duty) is made in order to dominate the general business processes.					
28. The communication between me and my friends in the institution where I work is good.					
29. The management provides the necessary support to the new joiners in the process of adaptation to the environment.					
30. The corporate policy is shared with the employees.					
31. I have a pretty good chance of getting promoted in my organization.					
32. I can consult my superiors on how to do the tasks assigned to me.					

33. If there are other factors in your organization that you believe increase your motivation, indicate them.

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34. Your gender: () K () E

35. Your age: () 20-24 () 25-29 () 30-34 () 35-39 () 40-44 () 45 years and older

36. Your marital status: ☐ Married ☐ Single ☐ Divorced/Spouse deceased

37. Your level of education: ☐ High School ☐ Associate Degree ☐ Undergraduate ☐ Graduate

38. Your total period of study at this institution:

☐ 0-4 months ☐ 5-9 months ☐ 10-14 months ☐ 15-19 months ☐ 20-24 months ☐ 25 months and over

39. Your total working time:

☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20 years and above